

Teachers' Commitment and Leadership Behavior in Select District Schools of Misamis Oriental

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Abstract:

Teachers' commitment thrives on school leaders' supportive communication, fairness, and positivity. This study was conducted to determine teachers' commitment and school administrators' leadership behavior in select districts in the Division of Misamis Oriental during the School Year 2024–2025. This aimed to describe the respondents' profile; find out the respondents' level of commitment; examine how the respondents perceived their leadership behavior; determine the significant relationship between respondents' commitment and their leadership behavior; and test the moderating effect of the respondents' profile on the relationship between commitment and leadership behavior. The study employed a descriptive-correlational research design and utilized a universal sampling technique involving all one hundred eighty-four Grade 5 public elementary school teachers from nine districts. Data were collected using a researcher-made questionnaire and analyzed through descriptive statistics such as frequency, percentage, mean, SD as well as Pearson (r) and regression analysis to describe and interpret the data. Findings revealed that the majority of the respondents were female, aged thirty to thirty-nine years, Teacher I, and bachelor's degree holders. Teachers were highly committed to their school, while teacher-respondents rated accountability as the highest leadership behavior demonstrated by school heads. A significant relationship was found between teachers' commitment and leadership behavior. Further analysis showed that the respondents' profile did not significantly moderate the relationship between teachers' commitment and perceived leadership behavior. The study concludes that strong and supportive leadership plays a crucial role in sustaining teachers' commitment. School heads should strengthen leadership practices through improved communication, guidance, and support to further enhance teachers' professional dedication and engagement in schools.

Keywords: teachers' commitment, leadership behavior

INTRODUCTION

Background of the Study

Education shapes individuals and society by developing learners' knowledge, skills, and values. Teachers are central to this process, but increasing responsibilities, curriculum demands, and administrative tasks may affect their commitment to the school, student learning, professional growth, teaching profession, and career continuance.

Teachers are also expected to demonstrate leadership through communication, problem-solving, accountability, innovation, and coaching. Since leadership is increasingly viewed as a shared

responsibility, differences in teachers' leadership behavior may affect instruction and school improvement. The relationship between commitment and leadership behavior therefore requires examination. Highly committed teachers may be more engaged and proactive, while individual characteristics such as age, sex, position, and educational attainment may influence this relationship.

Local studies show that teacher commitment is associated with job performance, engagement, and effectiveness (Corpuz et al., 2024). Supportive leadership, communication, professional growth, accountability, and problem-solving also promote commitment and positive work behavior. Thus, examining commitment and leadership behavior in selected districts of the Division of Misamis Oriental may help guide training, support, and professional development. The study aims to determine their levels, examine their relationship, and assess the moderating influence of respondents' profiles.

Literature and Related Studies

The literature covers respondents' age, sex, position, and educational attainment; teachers' commitment in terms of school, student learning, professional knowledge, teaching profession, and career continuance; and leadership behavior in terms of communication, problem-solving, accountability, innovativeness, and coaching mindset.

Respondents' Profile

Age. Younger teachers tend to be flexible, open to innovation, and receptive to professional development, while older teachers provide experience, reflection, and mentorship (Andrews & Herzog, 2020). Corpuz et al. (2024) noted that age may moderate teachers' responses to leadership initiatives. Doctorate holders are also generally the least common educational group because doctoral study requires substantial time, resources, and research engagement (OECD, 2023; U.S. Census Bureau, 2022).

Sex. Sex or gender may influence professional behavior, decision-making, communication, and perceptions of leadership (Roncesvalles & Gaerlan, 2020). Basilio and Diaz (2022) emphasized the importance of recognizing these differences in professional development and school policies. UNESCO (2023) and OECD (2024) report that women comprise the majority of teachers worldwide, while male participation contributes to diversity and varied perspectives.

Position. Position affects teachers' responsibilities, authority, and decision-making. Higher-ranking teachers may demonstrate stronger organizational commitment, while leadership perceptions differ across administrative and classroom roles (Ligaya et al., 2024; Corpuz et al., 2024). Mentoring, induction, and professional development support teacher skills, commitment, and workforce stability (Smith et al., 2023; Center for American Progress, 2025). However, rigid promotion requirements, limited guidance, and inadequate professional support may hinder career advancement (Cruz & Agpasa, 2025).

Highest Educational Attainment. Advanced degrees and specialized training support professional competence, engagement, reflective practice, and commitment (Sutiyatno et al., 2022). Dela Cruz and Ramos (2024) found that leadership support and educational attainment foster commitment, confidence, and instructional innovation. Higher education also improves subject knowledge and instructional quality (Liu, 2021; Sumanga, Cebreros, & Tubog, 2022), although workload, financial limitations, and limited institutional support restrict doctoral participation (Corpuz et al., 2024).

Teachers' Commitment

Teacher commitment involves dedication to the school, student learning, professional knowledge, teaching profession, and career continuance. It contributes to student achievement, teacher performance, and school effectiveness, with committed teachers being more resilient, proactive, and innovative (Paunan et al., 2024; Moses et al., 2022). Commitment and professional engagement also support student achievement, school improvement, and retention (Darling-Hammond, 2023; Pressley, 2021). Ganal and Andaya (2023) and Mendoza and Salcedo (2025) further found that commitment, professional values, and motivation are important influences on performance and leadership engagement.

School

Commitment to school reflects belonging, loyalty, and alignment with institutional goals. Collaboration, recognition, shared vision, supportive leadership, and clear communication strengthen commitment and participation (Cimili Gök & Özçetin, 2021; Corpuz et al., 2024).

Teacher punctuality, attendance, responsibility, and consistency are associated with student performance and a positive school culture (Maulana, Aliman, & Ulangkaya, 2021; Zakaria, Nor, & Alias, 2021). However, administrative and ancillary duties increase workload, while supportive structures and workload management can improve well-being and participation (RSI International, 2023; ASCD, 2022).

Inclusive classrooms are associated with higher student achievement and lower dropout risks, while secure and respectful environments reduce anxiety and increase motivation (Lopez & Han, 2023; Jones, McGarrah & Kahn, 2021). Teacher involvement in school activities also strengthens organizational commitment, school climate, and performance (Garcia & Reyes, 2023; Santos & Cruz, 2021). Mc Farlane (2025) found that organizational commitment is associated with job involvement and school performance, while Olarte and Tagadiad (2025) linked commitment to change and work-life balance with instructional supervision and professional engagement.

Student Learning

Teachers' dedication to student learning is a direct indicator of educational quality. Instructional leadership and professional support strengthen teachers' focus on student success (Darling-Hammond et al., 2020), while innovation, problem-solving, and coaching reinforce commitment to learners (Basilio & Diaz, 2022). Committed teachers support holistic development, equitable outcomes, achievement, and classroom engagement through consistent support and differentiated instruction (UNESCO, 2021; Garcia & Weiss, 2020). Effective communication and positive role modeling further strengthen student confidence, moral development, self-regulation, and school culture (Kim & Yang, 2021; UNESCO, 2021).

Professional Knowledge

Continuous professional learning strengthens teachers' subject knowledge, pedagogy, innovation, and commitment (Darling-Hammond et al., 2021; Dela Cruz & Ramos, 2024). Professional development, research-based strategies, collaboration, and school improvement activities improve instructional quality and student outcomes (König et al., 2022). However, workload, administrative demands, limited time, resources, institutional support, and training opportunities may restrict teachers' self-directed professional growth (Corpuz et al., 2024; Dela Cruz & Mendoza, 2022; Villanueva & Torres, 2020). Nevertheless, professional commitment encourages continuous learning, collaboration, reflection, and innovation (Llego & Salangsang, 2024; Villanueva et al., 2025).

Teaching Profession

Commitment to the teaching profession reflects ethical practice, professional identity, and long-term dedication. Recognition, communication, mentorship, leadership support, and empowerment strengthen resilience, job satisfaction, and commitment (Torres & Paredes, 2022; Mendoza & Felipe, 2023). Committed teachers demonstrate responsibility, passion, consistency, student-centered practices, and contribution to school goals (Corpuz et al., 2024). Ethical leadership emphasizing integrity, fairness, and respect strengthens school culture, trust, and professional relationships (Starratt, 2023; Noddings, 2024). However, workload and time constraints may limit research, reflection, and self-directed professional growth (Corpuz et al., 2024; Basilio & Diaz, 2022). Commitment also supports professional ethics, instructional responsibility, collaboration, mentoring, and leadership behavior (Reyes & Domingo, 2024; Cabrera et al., 2025).

Career Continuance

Career continuance refers to teachers' intention to remain in the profession. Intrinsic motivation, supportive leadership, professional development, work-life balance, ethical guidance, manageable workloads, and growth opportunities support retention (Aquino et al., 2023; Corpuz et al., 2024). Professional commitment and motivation strengthen persistence, resilience, job satisfaction, efficacy, and long-term teaching careers (Anog et al., 2024, 2025). Supportive leadership, mentoring, and positive school culture further strengthen commitment, job satisfaction, professional growth, and retention (Carver-Thomas & Darling-Hammond, 2023; Mason & Matas, 2022; Park & Choi, 2025; Göregen et al., 2024). Professional commitment, leadership engagement, and supportive work environments also contribute to motivation, resilience, and career retention (Balinbin & Pablico, 2024; Labrague et al., 2023).

Leadership Behavior

Leadership behavior refers to the capacity to influence teachers' motivation, commitment, and professional practices. Effective leadership combines transformational, supportive, and coaching-oriented behaviors that influence teacher engagement and school performance (Leithwood & Jantzi, 2021; Bass & Riggio, 2022).

Communication Skills

Clear, empathetic, and transparent communication builds trust, collaboration, and alignment with school goals (Bowers & Watkins, 2020; Klar & Brewer, 2021). In Philippine schools, open communication improves teacher morale, engagement, and professional investment (Mendoza & Lara, 2024). Teacher communication competence also strengthens relationships, professionalism, classroom climate, and stakeholder engagement (Ramos & Castillo, 2022; Ortega & Bautista, 2021). Non-verbal communication, including eye contact, gestures, and facial expressions, enhances learner attention and comprehension, although limited training and inconsistent use remain challenges (Navarro & Diaz, 2021; Flores & Ramos, 2023).

Problem-Solving Skills

Collaborative problem-solving strengthens commitment, instructional efficacy, trust, autonomy, and school effectiveness (Leithwood & Sun, 2021; Garcia et al., 2024). Teachers with strong problem-solving skills manage classroom challenges more effectively, maintain order, support student achievement, and

contribute to a positive school environment through systematic decision-making, collaboration, and strategic thinking (De Guzman & Alonzo, 2022; Reyes & Lim, 2021).

Accountability

Accountability promotes responsibility, transparency, ethical practice, professional development, and performance standards (Leithwood & Harris, 2022; Cruz & Dela Peña, 2024). Teachers who demonstrate accountability through professional standards, timely task completion, and ethical conduct strengthen institutional trust, efficiency, and school effectiveness (Robinson & Gray, 2022; Day et al., 2023). Lesson planning, assessment, grading, and reporting also reflect professional accountability and contribute to instructional quality and school performance (Sanchez et al., 2025; Aquino & Bautista, 2023). Professional values, self-efficacy, resilience, work-life quality, and professional development further influence dependability, collaboration, and accountability (Almagro & Flores, 2023; Mugas & Tagadiad, 2023). Leadership accountability is likewise associated with instructional performance, organizational efficiency, and student achievement (Caparoso & Paglinawan, 2024; Yongco, 2026).

Innovativeness

Innovative leadership promotes experimentation, new strategies, digital tools, and collaborative problem-solving, strengthening motivation, professional growth, and student learning (Fullan & Gallagher, 2020; Reyes & Soriano, 2024). Teacher innovativeness is associated with instructional competence, productivity, knowledge sharing, professional development, and meaningful learning experiences (Basanes, 2026; Santa Ana & Silvestre, 2025). Digital tools support engagement, flexible instruction, critical thinking, creativity, and digital literacy (Tarrayo et al., 2021; Marcial & Habaradas, 2023). However, the consistency of innovation may vary because of differences in training, technology access, digital expertise, and institutional readiness (Colegado, 2025; Magsalos & Paglinawan, 2025).

Coaching Mindset

A coaching mindset involves mentoring, guiding, and supporting professional growth. Instructional coaching improves teacher retention, job satisfaction, classroom performance, reflection, resilience, and innovation (Aguilar, 2020; Vanderburg & Petersen, 2022; Mendoza & Lara, 2024). Mentoring, collaboration, and reflective practice strengthen instructional improvement and work engagement (Cerenó, 2025; Barrot & Andal, 2024). Classroom observation, mentoring, goal-setting, and collaborative leadership further strengthen instructional performance, accountability, motivation, and self-efficacy (Reños & Pontillas, 2023; Salipong et al., 2024). Constructive feedback and positive discipline promote student motivation, confidence, behavior, and willingness to learn (Talledo et al., 2025; Escobal et al., 2023). Overall, communication, accountability, collaboration, innovation, and reflective teaching strengthen teacher leadership and school effectiveness (Alvarado & Dizon, 2023; Garcia et al., 2025).

Objectives of the Study

The study aimed to determine teachers' commitment and leadership behavior in selected districts of the Division of Misamis Oriental during SY 2024–2025. Specifically, it aimed to describe respondents' profiles; determine their level of commitment; examine their perceived leadership behavior; test the relationship between commitment and leadership behavior; and determine the moderating effect of respondents' profiles.

Theoretical Framework

The study is anchored on Burns' (1978) Transformational Leadership Theory, which views leadership as a moral, motivational, and relational process based on mutual growth, shared goals, and higher levels of motivation and performance. Unlike transactional leadership, transformational leadership emphasizes inspiration, empowerment, shared goals, justice, integrity, service, learning, equity, and human development.

In this study, transformational leadership is reflected through communication, collaborative problem-solving, accountability, innovativeness, and coaching. These behaviors promote trust, creativity, professional growth, resilience, and effective teaching. They may strengthen teachers' commitment to the school, student learning, professional knowledge, teaching profession, and career continuance through support, recognition, collaboration, and opportunities for growth.

The framework also emphasizes reciprocal leadership: school heads' transformational behaviors influence teachers' commitment, while committed teachers sustain and support the leaders' vision, strengthening school climate, student outcomes, and institutional development.

Conceptual Framework

The conceptual framework examines Teachers' Commitment as the independent variable and Leadership Behavior as the dependent variable, with respondents' profile as the moderating variable. The framework guides the study's research questions concerning respondents' profile, commitment, leadership behavior, their relationship, and the moderating effect of profile.

The moderating variables are age, sex, position, and highest educational attainment, which may influence the strength or direction of the relationship between commitment and leadership behavior.

Teachers' Commitment consists of five dimensions: school, learner development and achievement, professional knowledge, teaching career and profession, and career continuance. Leadership Behavior consists of communication skills, problem-solving skills, accountability, innovativeness, and coaching mindset. These dimensions form the basis of the study's questionnaires.

The framework assumes that Teachers' Commitment and Leadership Behavior are significantly related and that respondents' profiles moderate this relationship. Accordingly, H_{01} states that there is no significant relationship between commitment and leadership behavior, while H_{02} states that respondents' profile does not moderate the relationship.

The framework directly guides the survey instrument and statistical analysis, using correlation analysis to examine the commitment–leadership behavior relationship and moderation analysis to determine the role of respondents' profile.

The schematic places Teachers' Commitment as the independent variable and Leadership Behavior as the dependent variable, with respondents' profile moderating their relationship. The framework has practical value for school heads, teachers, and future researchers by emphasizing responsive leadership, active teacher commitment, and possible application to other grade levels or school divisions.

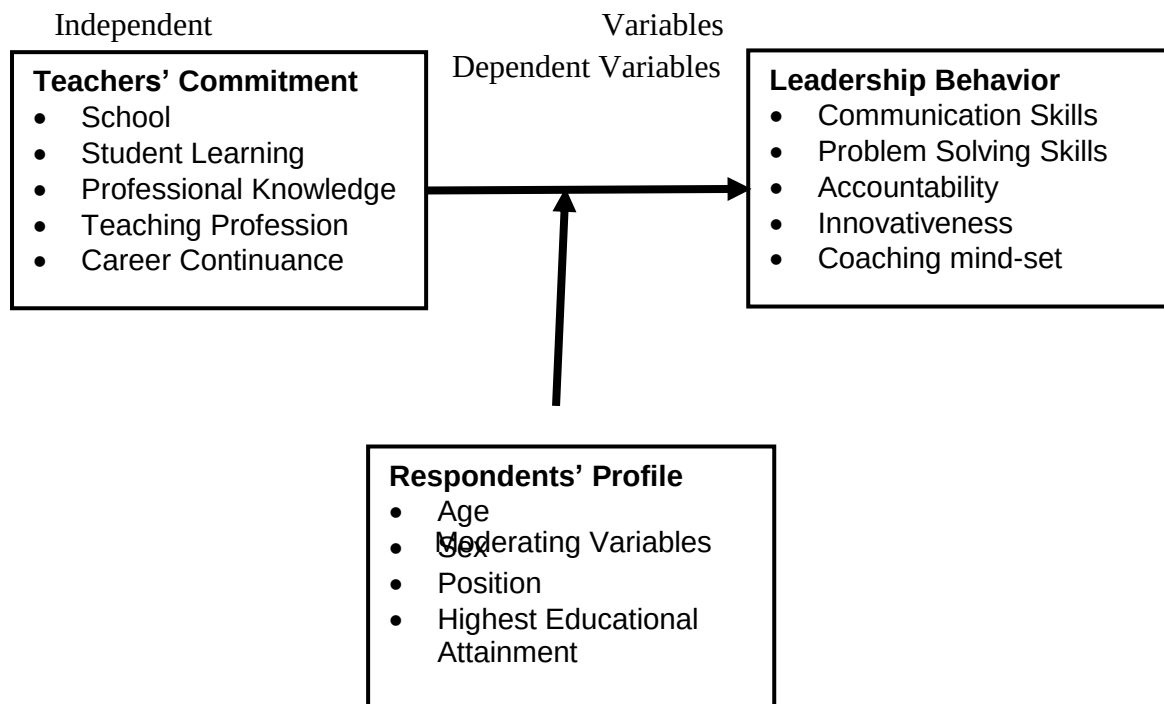


Figure 1. A Schematic Presentation Showing the Interplay Between the Independent and Dependent Variables of the Study

Statement of the Problem

This study aimed to determine the teachers' commitment and leadership behavior in select districts of the Division of Misamis Oriental during the School Year 2024-2025.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of age, sex, position and highest educational attainment?
2. What is the respondents' level of commitment considering school, student learning, professional knowledge, teaching profession, and career continuance?
3. How do the respondents perceive their leadership behaviour based on communication skills, problem-solving skills, accountability, innovativeness, and coaching mind-set?
4. Is there a significant relationship between the respondents' commitment and their perceived leadership behavior?
5. Do the respondents' profile moderate the relationship between their commitment and their leadership behavior?

Hypothesis

Problems 1, 2, and 3 are hypothesis-free. Based on Problems 4 and 5, the null hypotheses were tested at 0.05 level of significance.

H₀₁: There is no significant relationship between the respondents' commitment and their perceived leadership behavior.

H₀₂: The respondents' profile do not moderate significantly the relationship between their commitment and their perceived leadership behavior.

Significance of the Study

The researcher believes that the following individuals or groups would benefit from this study:

The result of this study would help school administrators better understand the influence of their leadership behaviors such as communication, problem-solving, accountability, innovativeness, and a coaching mindset on teachers' commitment. Insights from this research can guide them in developing leadership strategies that promote a supportive school climate, inspire teacher dedication, and ultimately improve school performance.

The public school teachers would benefit from a deeper awareness of how leadership practices impact their professional experiences and long-term commitment to teaching. The study may empower them to seek or advocate for more effective leadership support that enhances their engagement in student learning, professional development, and career satisfaction.

Parents and other community stakeholders indirectly benefit from the study as committed teachers and effective leadership contribute to better teaching quality and student outcomes. Strong teacher-leader relationships create a more stable, collaborative school environment, which enhances parent trust and engagement in their children's education.

The research adds to the body of knowledge in educational leadership and teacher development. It may serve as a reference for future studies examining how leadership styles affect teacher morale, retention, and overall school success.

Scope and Limitations

This study focused on the teachers' commitment and their leadership behavior in nine (9) districts schools, Division of Misamis Oriental during the School Year 2024-2025. The respondents were the one hundred eighty-four (184) public elementary school teachers in the aforesaid division. The independent variables were limited only to teachers' commitment as to school, student learning, professional knowledge, teaching profession and career continuance. In addition, the dependent variables are also limited to teachers' leadership behaviour based on communication skills, problem-solving skills, accountability, innovativeness and coaching mind-set. Indeed, the respondents' profile in terms of age, sex, position, and highest educational attainment was also considered.

METHODOLOGY

This section outlines the methods and procedures utilized in the study. It covers the research design, study setting and map, profile of the research respondents, sampling method employed, research instrument, classification of variables and scoring system, data collection process, statistical techniques for data analysis, and ethical protocols observed throughout the study.

Research Design

This study employed a descriptive correlational research design to examine the relationship between teachers' commitment and leadership behavior without manipulating variables. Correlational research is appropriate for exploring naturally occurring associations and identifying the strength and direction of relationships (Scribbr, 2023; OnlineSPSS, 2022). It is non-experimental in nature and widely applied in

education to investigate complex human behaviors while maintaining natural conditions (KCNet, 2023; Mid-Atlantic Paranormal Research, 2023). In this study, leadership traits such as communication, problem-solving, accountability, innovativeness, and coaching mindset are examined in relation to teacher commitment across the school environment, student learning, professional knowledge, teaching profession, and career continuance. Such a design is considered ethical, practical, and suitable since direct manipulation of teacher-related variables is not feasible (Scribd, 2023).

Table A
Distribution of Respondents

School Code	Respondents
A	60
B	6
C	11
D	10
E	29
F	35
G	10
H	8
I	15
Total	184

Sampling Technique

The study employed universal sampling, also referred to as total enumeration, wherein all members of the target population were included as respondents. Specifically, all Grade 5 teachers from the identified medium and large public elementary schools in selected districts of the Division of Misamis Oriental, as listed in Table A, were covered in the study.

Universal sampling was deemed appropriate because the population was accessible and manageable in size. This technique eliminated sampling bias and ensured full representation of the target population. Including all qualified respondents across districts and schools allowed the study to capture variations in leadership practices and school environments, which is essential in examining the relationship between teachers' commitment and leadership behavior (TeacherPH, 2023; WisdomLib, 2025).

Research Instruments

The instrument used in this study was a researcher-made questionnaire developed from related literature and studies and anchored on Transformational Leadership Theory by James MacGregor Burns (1978). The questionnaire consisted of three parts. Part I gathered the respondents' profile in terms of age, sex, position, and highest educational attainment. These profile variables were included to describe the respondents and to determine whether their characteristics may influence the relationship between teachers' commitment and leadership behavior.

Part II measured the level of teachers' commitment. It focused on five areas: school, student learning, professional knowledge, teaching profession, and career continuance. The indicators were patterned and

modified from the studies of Cimili Gök and Özçetin (2021), Darling-Hammond et al. (2020, 2021), Torres and Paredes (2022), Aquino et al. (2023), and Corpuz et al. (2024). Each area consisted of seven indicators, resulting in a total of 35 items. The respondents rated each statement using a four-point Likert scale: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree.

Part III assessed the level of teachers' perceived leadership behavior. It considered five areas: communication skills, problem-solving skills, accountability, innovativeness, and coaching mindset. The indicators were patterned and modified from the studies of Bowers and Watkins (2020), Klar and Brewer (2021), Leithwood and colleagues (2021, 2022), Fullan and Gallagher (2020), Aguilar (2020), Vanderburg and Petersen (2022), and Mendoza and Lara (2024). Each area consisted of seven indicators, giving a total of 35 items. The respondents rated the statements using a four-point scale: 4 – At all Times, 3 – Most of the Time, 2 – Sometimes, and 1 – Never.

Validity and Reliability of Instrument

To ensure the validity of the research instrument, the researcher submitted the researcher-made questionnaire to a panel of experts composed of school heads, a district research coordinator, and experienced educators for content validation on April 23, 2025. The validators reviewed the questionnaire for its relevance, clarity, accuracy, organization, and alignment with the objectives of the study. During the validation, the panel recommended several revisions to improve the wording, sequencing, and appropriateness of some items. The researcher carefully incorporated all suggestions and finalized the instrument before conducting the pilot test.

The revised questionnaire was pilot-tested on 35 Grade 5 public elementary school teachers from the Department of Education – Cagayan de Oro City Division who possessed similar characteristics to the actual respondents but were excluded from the final study. The pilot test confirmed that the questionnaire was clear, understandable, and appropriate for the target respondents.

The responses gathered during the pilot test were subjected to Cronbach's Alpha to determine the internal consistency of the instrument. The Teachers' Commitment scale (35 items) obtained a Cronbach's Alpha coefficient of 0.903, while the Leadership Behavior scale (35 items) obtained 0.910. Both coefficients were interpreted as Excellent, indicating that the questionnaire items consistently measured their respective constructs. Based on the validation and reliability results, the instrument was considered valid, reliable, and suitable for use in the actual conduct of the study.

Data Gathering Procedure

Prior to data collection, the researcher secured a recommendation letter from the Dean of the School of Graduate and Professional Studies of PHINMA – Cagayan de Oro College. A formal letter of request, signed by the researcher and her adviser, was then submitted to the Schools Division Superintendent of the Division of Misamis Oriental, seeking approval to conduct the study.

Upon approval, the researcher submitted formal requests to the appropriate authorities within the First Legislative District of the Division of Misamis Oriental to allow the conduct of the study in the identified schools. The approved permit was presented to school heads, who were informed of the study's purpose and data-collection process.

For data collection, the researcher coordinated with the schools' ICT coordinators, who disseminated the online survey link to Grade 5 teachers through official group chats after securing permission from the

school heads. The respondents were informed of the purpose of the study, assured of the voluntary nature of participation, and guaranteed the confidentiality and anonymity of their responses. Clear instructions were provided to ensure accurate completion of the questionnaire, and adequate time was given for responses.

Statistical Treatment of Data

The statistical tools used to analyze the data gathered in this study included both descriptive and inferential statistics. For Problem 1, the respondents' profile variables such as age, sex, position, and highest educational attainment were analyzed using frequency and percentage to show the distribution of teachers across categories. For Problems 2 and 3, the mean and standard deviation were employed to determine the levels of teachers' commitment and the leadership behavior of school heads across their respective dimensions. To address Problem 4, the Pearson product-moment correlation (r) was used to examine the significant relationship between teachers' commitment and leadership behavior. Finally, for Problem 5, the t-test and one-way ANOVA were applied to determine whether significant differences existed in teachers' commitment and perceptions of leadership behavior when grouped according to profile variables.

Moreover, moderation analysis was conducted to determine whether respondents' demographic characteristics, specifically age, sex, position, and highest educational attainment, significantly influenced the relationship between teachers' commitment and leadership behavior. This analysis was aligned with the fifth objective of the study, which sought to examine the moderating effect of respondents' profile on the relationship between the two main variables. By employing moderation analysis, the study went beyond establishing direct relationships and provided a more nuanced understanding of how leadership behavior operates across different teacher groups.

Ethical Considerations

The respondents will be informed about the purpose and contents of the survey before participation. Their participation will be entirely voluntary, and they may decide freely whether to join the study. They will also be informed about how their information will be collected, used, and protected.

The study involves only minimal risk. Although some respondents may experience slight discomfort while answering the questionnaire, they may stop or continue at their discretion. No physical or psychological harm is expected during the data collection process.

To protect the respondents, all information gathered was treated as confidential, and their identities were kept anonymous in the presentation and reporting of the findings. If a respondent withdrew from the study, the data associated with the withdrawal would be deleted. These measures were observed to respect the respondents' voluntary participation, privacy, and right to confidentiality throughout the research process.

RESULTS AND DISCUSSION

This section outlines the results and discussion on the level of teachers' commitment and leadership behavior in selected district schools of Misamis Oriental. The findings aim to provide insights into how individual and professional characteristics of teachers relate to their demonstrated commitment and leadership roles within the school context. To ensure clarity and coherence, each research question is restated prior to presenting the corresponding data. Tables are used to illustrate the results for easier interpretation and comparison.

Results

Problem 1. What is the profile of the respondents in terms of age, sex, position, and highest educational attainment?

Table 1- Distribution of Respondents' Profile in terms of Age

Category	Frequency	Percentage
50 years old and above	12	6.52
40-49 years old	24	13.04
30- 39 years old	95	51.63
29 years old and below	53	28.80
Total	184	100.00

Table 1 shows that most respondents, 95 (51.63%), were 30–39 years old, indicating a workforce largely composed of younger and middle-aged teachers. This age group may have greater experience, career development, adaptability, and participation in professional development, collaboration, and leadership responsibilities. Corpuz et al. (2024) noted that teachers in their productive years tend to show higher commitment and engagement, while Basilio and Diaz (2022) found them active in school programs and leadership-related tasks.

The 50 years and above group had the lowest frequency, with 12 (6.52%) respondents. This highlights the importance of mentoring and knowledge-sharing, as experienced teachers can guide younger colleagues, preserve effective practices, and support future leadership development.

The low number of respondents with doctorate degrees is consistent with broader trends, as doctoral degrees require substantial time, financial resources, and research engagement (OECD, 2023). The U.S. Census Bureau (2022) similarly reported that only about 2% of adults aged 25 and above hold a doctoral degree.

Table 2- Distribution of Respondents' Profile in terms of Sex

Category	Frequency	Percentage
Male	89	48.37
Female	95	51.63
Total	184	100.00

Table 2 shows that female respondents had the highest frequency of 95 (51.63%), slightly outnumbering males with 89 (48.37%). This indicates that the findings are slightly more represented by female teachers, reflecting the continued predominance of women in the teaching profession. Female teachers contribute significantly to classroom instruction, school activities, student learning, and positive relationships within the school community.

This finding is consistent with UNESCO (2023) and OECD (2024), which report that women comprise the majority of teachers across many education systems, particularly in primary and secondary education. Meanwhile, the lower number of male teachers highlights the importance of gender diversity, as their presence can provide learners with varied perspectives and positive role models. Regardless of gender, all

teachers play an essential role in achieving educational goals and supporting learners' overall development.

Table 3- Distribution of Respondents' Profile in terms of Position

Category	Frequency	Percentage
Master teacher III	3	1.63
Master teacher II	6	3.26
Master teacher I	6	3.26
Teacher V	2	1.09
Teacher IV	1	0.54
Teacher III	16	8.70
Teacher II	22	11.96
Teacher I	128	69.57
Total	184	100.00

Table 3 shows that Teacher I had the highest frequency, with 128 (69.57%) respondents. This indicates that most teachers are at the entry level and are still developing their teaching and classroom management skills. Thus, mentoring, training, and continuous professional development are important in strengthening their skills, confidence, and readiness for greater responsibilities. Studies also show that structured mentoring and induction programs support novice teachers' skills, commitment, and retention (Smith et al., 2023), while continuous professional development can help reduce teacher attrition and strengthen workforce stability (Center for American Progress, 2025).

In contrast, Teacher IV had the lowest frequency, with only 1 (0.54%) respondent. This indicates that few teachers have reached the highest position, which generally requires extensive experience and strong performance. The result highlights the need for career advancement opportunities, mentoring, leadership development, and professional support. Research by Cruz and Agpasa (2025) and a 2025 Philippine phenomenological study found that strict promotion requirements, limited guidance, low motivation, and insufficient professional support can hinder teachers' career growth. Therefore, providing proper guidance and opportunities for advancement can help teachers develop their skills and prepare for higher responsibilities.

Table 4- Distribution of Respondents' Profile in terms of Highest Educational Attainment

Category	Frequency	Percentage
Doctorate Degree	1	0.54
With Doctorate Degree Units	5	2.72
Master's Degree	19	10.33
With Master's Degree Units	41	22.28
Bachelor's Degree	118	64.13
Total	184	100.00

Table 4 shows that the highest frequency was Bachelor's Degree, with 118 (64.13%) respondents. This indicates that most teachers have completed the basic educational qualification for teaching, while only a few have pursued advanced studies. Further education can help teachers improve their knowledge, teaching strategies, professional competence, and classroom practices, contributing to better learning

experiences and school performance. Research supports that higher educational attainment can improve instructional quality and student learning outcomes (Liu, 2021; Sumanga, Cebreros, & Tubog, 2022). In contrast, Doctorate Degree had the lowest frequency, with only 1 (0.54%) respondent. This suggests that few teachers pursue doctoral studies despite the potential benefits for professional growth and school improvement. Corpuz et al. (2024) noted that workload, financial limitations, and limited institutional support can hinder teachers from pursuing doctoral education. Similarly, Dela Cruz and Ramos (2024) found that teachers often prioritize teaching responsibilities over advanced studies when scholarships, study leave, and research support are limited. Thus, providing opportunities and support for further education may strengthen teachers' professional development and overall school performance.

Problem 2. What is the respondents' level of commitment considering school, student learning, professional knowledge, teaching profession, and career continuance?

Table 5- Distribution of Respondents' Level of Commitment Considering School

Indicator	Mean	SD	Description
As a teacher...			
I consistently report to school on time and fulfill my duties with a high sense of responsibility.	3.71	0.47	Strongly Agree
I regularly plan, prepare, and deliver lessons that meet the learning needs of my pupils.	3.64	0.53	Strongly Agree
I actively support and participate in school activities, programs, and community-based initiatives.	3.59	0.54	Strongly Agree
I take initiative in performing tasks beyond teaching, contributing to the school's overall operations and success.	3.55	0.53	Strongly Agree
I collaborate effectively with colleagues to enhance instructional practices and promote a positive school culture.	3.57	0.51	Strongly Agree
I consistently attend school-based trainings, meetings, and development sessions to improve my professional growth.	3.57	0.52	Strongly Agree
I follow and show the school's core values, mission, and vision in the way I teach and work every day.	3.65	0.48	Strongly Agree
Overall	3.61	0.51	Strongly Agree

Legend: 3.26 – 4.00 Strongly Agree / Highly Committed 1.76 – 2.50 Disagree / Slightly Committed
2.51 – 3.25 Agree / Committed 1.00 – 1.75 Strongly Disagree /Not Committed

Table 5 presents the respondents’ level of commitment to the school, with an overall mean of 3.61 (SD = 0.51), described as strongly agree and interpreted as highly committed. This indicates that teachers demonstrate strong commitment to both instructional and non-instructional responsibilities. Their alignment with the school’s mission and values promotes motivation, teamwork, participation in school programs, and support for school improvement. Corpuz et al. (2024) and Basilio and Diaz (2022) similarly found that teachers’ commitment, sense of belonging, and alignment with school values enhance participation, collaboration, and school effectiveness.

The highest-rated indicator was “As a teacher, I consistently report to school on time and fulfill my duties with a high sense of responsibility,” with a mean of 3.71 (SD = 0.47), interpreted as highly committed. This reflects teachers’ professionalism, punctuality, accountability, and responsibility, which contribute to effective school operations, classroom management, and a positive learning environment. Maulana, Aliman, and Ulangkaya (2021) found that teacher punctuality and attendance are related to student academic performance, while Zakaria, Nor, and Alias (2021) reported that teacher professionalism positively affects student success and school culture.

The lowest-rated indicator was “As a teacher, I take initiative in performing tasks beyond teaching, contributing to the school’s overall operations and success,” with a mean of 3.55 (SD = 0.53), still interpreted as highly committed. This suggests that while teachers are willing to support school operations, workload and time constraints may limit their involvement in leadership and administrative tasks. Providing clear guidelines, support, and recognition may encourage greater participation. Medez (2024) and Pagela (2024) found that administrative and community-related responsibilities consume teachers’ time and effort, affecting instructional preparation and their capacity to participate in activities beyond teaching.

Table 6- Distribution of Respondents’ level of Commitment considering Student Learning

Indicator	Mean	SD	Description
As a teacher...			
I make sure that all my students feel safe, respected, and included in the classroom.	3.66	0.48	Strongly Agree
I regularly check on my students’ academic progress and provide support when needed.	3.60	0.51	Strongly Agree
I adapt my teaching strategies to fit the different learning needs and abilities of my students.	3.59	0.49	Strongly Agree
I encourage my students to participate actively and express their ideas during class activities.	3.59	0.49	Strongly Agree

I maintain open and supportive communication with students to help them overcome academic challenges.	3.57	0.53	Strongly Agree
I motivate students to do their best and celebrate their efforts and achievements.	3.60	0.51	Strongly Agree
I serve as a positive role model in words and actions to guide my students in their personal growth.	3.57	0.54	Strongly Agree
Overall	3.60	0.51	Strongly Agree

Legend: 3.26 – 4.00 Strongly Agree / Highly committed 1.76 – 2.50 Disagree / Slightly Committed
2.51 – 3.25 Agree / Committed 1.00 – 1.75 Strongly Disagree / Not Committed

Table 6 shows that teachers' commitment to student learning was highly committed, with an overall mean of 3.60 (SD = 0.51). This indicates that teachers consistently support students' academic and emotional needs through inclusive, learner-centered practices that promote participation, motivation, and achievement. This is supported by UNESCO (2021) and Garcia and Weiss (2020), who emphasized the role of teacher commitment in student engagement and development.

The highest-rated indicator was "I make sure that all my students feel safe, respected, and included in the classroom," with a mean of 3.66 (SD = 0.48), interpreted as highly committed. This reflects teachers' commitment to creating safe and inclusive classrooms that support learning and student well-being (Lopez & Han, 2023; Jones, McGarrah, & Kahn, 2021).

The indicators "I maintain open and supportive communication with students to help them overcome academic challenges" and "I serve as a positive role model in words and actions to guide my students in their personal growth" both obtained a mean of 3.57, interpreted as highly committed. Workload and time constraints may limit individualized communication (Gonzales et al., 2022; Nalla, 2022), while teachers' positive behavior supports students' character development and holistic growth (Cruza & Africa, 2022; Riego, 2023).

Table 7- Distribution of Respondents' Level of Commitment considering Professional Knowledge

Indicator	Mean	SD	Description
As a teacher...			
I actively attend training, workshops, seminars, and conferences to enhance teaching strategies and stay updated with educational trends.	3.57	0.51	Strongly Agree
I enroll in graduate studies, certification programs, or relevant online courses to further expand knowledge and skills.	3.55	0.54	Strongly Agree

I implement innovative and research-based teaching methods learned from training or workshops.	3.51	0.50	Strongly Agree
I collaborate with fellow educators through peer learning groups, sharing best practices and reflecting on teaching effectiveness.	3.53	0.50	Strongly Agree
I regularly evaluate personal teaching performance and sets goals for improvement.	3.47	0.52	Strongly Agree
I guide and support newer teachers or interns, showing leadership and commitment to the growth of others.	3.50	0.52	Strongly Agree
I participate in planning school programs, developing instructional materials, or leading school improvement projects.	3.57	0.50	Strongly Agree
Overall	3.53	0.51	Strongly Agree

Legend: 3.26 – 4.00 Strongly Agree / Highly Committed 1.76 – 2.50 Disagree / Slightly Committed
2.51 – 3.25 Agree / Committed 1.00 – 1.75 Strongly Disagree /Not Committed

Table 7 shows that teachers’ commitment to professional knowledge was highly committed, with an overall mean of 3.53 (SD = 0.51). This indicates that teachers actively pursue professional growth through training, workshops, seminars, collaboration, and research-based practices. Such commitment strengthens teaching competence, innovation, and school improvement. Darling-Hammond et al. (2021) and Dela Cruz and Ramos (2024) emphasized that continuous professional development, mentoring, and collaboration strengthen teacher commitment and instructional quality.

The highest-rated indicators were “I actively attend training, workshops, seminars, and conferences to enhance teaching strategies and stay updated with educational trends” and “I participate in planning school programs, developing instructional materials, or leading school improvement projects,” both with a mean of 3.57, interpreted as highly committed. These results reflect teachers’ commitment to lifelong learning, collaboration, and school improvement. Pasion and Pagbilao (2023), Quines and Pablo (2023), Endriga (2025), and Nicolas (2025) likewise emphasized that professional development and collaborative participation enhance teaching effectiveness and school programs.

The lowest-rated indicator was “I regularly evaluate personal teaching performance and set goals for improvement,” with a mean of 3.47 (SD = 0.52), still interpreted as highly committed. This suggests that teachers may prioritize formal professional development and collaborative activities over individual reflection due to workload and time constraints. Corpuz et al. (2024) and Dela Cruz and Ramos (2024)

noted that daily teaching demands can limit self-directed reflection. Strengthening self-evaluation practices may further support teachers' professional growth and instructional effectiveness.

Table 8- Distribution of Respondents' Level of Commitment considering Teaching Profession

Indicator	Mean	SD	Description
As a teacher...			
I demonstrate integrity, fairness, and respect in all professional dealings with learners, parents, and colleagues.	3.65	0.51	Strongly Agree
I stay informed and compliant with the latest DepEd guidelines, curriculum updates, and professional standards.	3.58	0.51	Strongly Agree
I complete lesson planning, grading, reporting, and other professional duties consistently and with high quality.	3.58	0.50	Strongly Agree
I promote learner-centered practices that ensure equity and respect for diversity in the classroom.	3.57	0.54	Strongly Agree
I consistently report to school on time, starts and ends classes promptly, and maximizes instructional time.	3.57	0.52	Strongly Agree
I engage in school programs, community outreach, and civic-related events as part of professional service.	3.57	0.50	Strongly Agree
I pursues personal and professional growth through reading, research, and reflective teaching practices	3.57	0.50	Strongly Agree
Overall	3.58	0.51	Strongly Agree

*Legend: 3.26 – 4.00 Strongly Agree / Highly committed 1.76 – 2.50 Disagree / Slightly Committed
2.51 – 3.25 Agree / Committed 1.00 – 1.75 Strongly Disagree / Not Committed*

Table 8 shows that teachers' commitment to the teaching profession was highly committed, with an overall mean of 3.58 (SD = 0.51). This indicates strong dedication to student-centered practices, professional integrity, and quality teaching. Corpuz et al. (2024) and Mendoza and Felipe (2023) found that

professional commitment is associated with responsibility, job satisfaction, effective teaching, and improved student outcomes.

The highest-rated indicator was “I demonstrate integrity, fairness, and respect in all professional dealings with learners, parents, and colleagues,” with a mean of 3.65 (SD = 0.51), interpreted as highly committed. This reflects teachers’ strong emphasis on ethical behavior, trust, and positive relationships. Starratt (2023) and Noddings (2024) emphasized that integrity, fairness, and respect are essential to positive school culture and professional relationships.

The indicators on learner-centered and inclusive practices, instructional time management, school and community involvement, and personal and professional growth each obtained a mean of 3.57 and were interpreted as highly committed. These results indicate that teachers promote equity and diversity, maximize instructional time, participate in school and community activities, and pursue continuous professional growth. Research supports the importance of inclusive practices (Traya & Lopez, 2023; Saulon & Espiritu, 2025), effective time management (Pollescas & Aguilar, 2025; Catayas & Hussien, 2024), community involvement (Estigoy & Olua, 2023; Codilla, 2022), and reflective, research-based professional development (Galicia, 2023; Tago et al., 2025) in strengthening teaching quality and learner outcomes.

Table 9- Distribution of Respondents’ Level of Commitment considering Career Continuance

Indicator	Mean	SD	Description
As a teacher...			
I show long-term commitment by continuously serving in the public school system and expressing intention to stay in the profession.	3.61	0.49	Strongly Agree
I actively seek promotion, applies for higher teaching positions (e.g., Master Teacher), or takes leadership roles within the school.	3.61	0.49	Strongly Agree
I consistently receive positive performance evaluations and upholds professional standards that support continued employment.	3.58	0.50	Strongly Agree
I develop and maintain effective collaboration with students, parents, colleagues, and the community to support long-term teaching success.	3.57	0.50	Strongly Agree
I stay committed despite challenges such as changing policies, workloads, or school environments.	3.56	0.52	Strongly Agree

I engage in or leads projects that require sustained involvement, such as curriculum innovation, school improvement planning, or community outreach programs. 3.56 0.51 Strongly Agree

I mentor new teachers and advocates for a positive school culture that encourages others to stay in the profession. 3.51 0.52 Strongly Agree

Overall	3.57	0.50	Strongly Agree
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Legend: 3.26 – 4.00 Strongly Agree / Highly committed 1.76 – 2.50 Disagree / Slightly Committed
2.51 – 3.25 Agree / Committed 1.00 – 1.75 Strongly Disagree / Not Committed

Table 9 shows that teachers' commitment to career continuance was highly committed, with an overall mean of 3.57 (SD = 0.50). This indicates strong motivation and willingness to remain in the teaching profession despite challenges. Their commitment supports workforce stability, consistent instruction, professional growth, and student learning. Ajmal et al. (2024) and Anog et al. (2024) found that professional commitment is associated with teacher resilience, retention, job satisfaction, and sustained educational outcomes.

The highest-rated indicators were “I show long-term commitment by continuously serving in the public school system and expressing intention to stay in the profession” and “I actively seek promotion, apply for higher teaching positions, or take leadership roles within the school,” both with a mean of 3.61 (SD = 0.49), interpreted as highly committed. These results reflect teachers' dedication to long-term service, career advancement, and leadership. Riola (2024) and Ligaya et al. (2024) emphasized that professional commitment, positive school relationships, and leadership opportunities support teachers' persistence and effectiveness. Awa and Torino (2023) and Simbre et al. (2023) further noted that professional growth opportunities and supportive promotion systems encourage teachers to pursue higher responsibilities.

The lowest-rated indicator was “I mentor new teachers and advocate for a positive school culture that encourages others to stay in the profession,” with a mean of 3.51 (SD = 0.52), still interpreted as highly committed. This suggests that mentoring and promoting school culture receive slightly less attention than personal career advancement. Strengthening mentoring programs and supportive school environments can help guide new teachers, improve confidence, and support retention. Park and Choi (2025) and Göregen et al. (2024) found that mentoring and positive school cultures contribute to teacher commitment, job satisfaction, professional growth, and retention.

Table 10- Summary Distribution of the Respondents' Level of Commitment

Variable	Mean	SD	Interpretation
School	3.61	0.51	Highly Committed
Student Learning	3.60	0.51	Highly Committed
Professional knowledge	3.53	0.51	Highly Committed

Teaching Profession	3.58	0.51	Highly Committed
Career Continuance	3.57	0.50	Highly Committed

Overall	3.58	0.51	Highly Committed
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Legend: 3.26 – 4.00 Strongly Agree / Highly Committed 1.76 – 2.50 Disagree / Slightly Committed
2.51 – 3.25 Agree / Committed 1.00 – 1.75 Strongly Disagree / Not Committed

Table 10 summarizes the respondents' level of commitment, with an overall mean of 3.58 (SD = 0.51), interpreted as highly committed. This indicates that teachers are dedicated not only to instruction but also to student well-being, school development, professional growth, and long-term career sustainability. Their commitment supports quality teaching, teamwork, student learning, and school improvement. Darling-Hammond (2023) and Pressley (2021) emphasized that teacher commitment and professional engagement contribute to student achievement, school effectiveness, and long-term educational success.

The highest variable was School, with a mean of 3.61 (SD = 0.51), interpreted as highly committed. This indicates that teachers consistently fulfill their responsibilities, maintain punctuality, collaborate with colleagues, and participate in school programs. Garcia and Reyes (2023) and Santos and Cruz (2021) found that teachers' active participation and dedication to school responsibilities strengthen collaboration, school climate, and organizational effectiveness.

In comparison, Professional Knowledge had the lowest mean of 3.53 (SD = 0.51), although still interpreted as highly committed. This suggests that teachers remain committed to professional development but may face challenges such as workload, limited resources, and insufficient training opportunities. Dela Cruz and Mendoza (2022) and Villanueva and Torres (2020) noted that administrative demands, time constraints, and limited institutional support can reduce teachers' participation in professional development. Providing accessible training and institutional support may therefore strengthen teachers' continuous professional growth.

Problem 3. How do the respondents perceive their leadership behaviour based on communication skills, problem-solving skills, accountability, innovativeness, and coaching mind-set?

Table 11- Distribution of Respondents' Perceived Leadership Behavior based on Communication Skills

Indicator	Mean	SD	Description
As a teacher...			
I explain concepts clearly, ensuring that my learners and colleagues consistently understand my instructions.	3.41	0.57	At All Times
I make sure my students feel heard and supported when they speak.	3.53	0.53	At All Times
I provide constructive and respectful feedback to my students.	3.47	0.58	At All Times

I know how to speak appropriately to students, parents, and fellow teachers.	3.58	0.52	At All Times
I encourage open and honest communication in my classroom.	3.53	0.56	At All Times
I use non-verbal communication (like eye contact and gestures) effectively.	3.24	0.76	Most of the Time
I make sure that my instructions and expectations are clear.	3.48	0.55	At All Times
Overall	3.46	0.58	At All Times

Legend: 3.26 – 4.00 At all times / Very High 1.76 – 2.50 Sometimes / Low
2.51 – 3.25 Most of the time / High 1.00 – 1.75 Never / Very Low

Table 11 presents teachers' perceived leadership behavior in terms of communication skills, with an overall mean of 3.46 (SD = 0.58), interpreted as very high. This indicates that teachers consistently demonstrate clear, respectful, and open communication, helping build trust, teamwork, and positive relationships with learners, parents, and colleagues.

The highest-rated indicator was "As a teacher, I know how to speak appropriately to students, parents, and fellow teachers," with a mean of 3.58 (SD = 0.52), interpreted as very high. This reflects teachers' ability to adjust their language, tone, and communication style while maintaining professionalism, empathy, and positive relationships. Ramos and Castillo (2022) and Ortega and Bautista (2021) emphasized that effective and respectful communication strengthens collaboration, teacher leadership, classroom climate, and stakeholder engagement.

The lowest-rated indicator was "As a teacher, I use non-verbal communication (like eye contact and gestures) effectively," with a mean of 3.24 (SD = 0.76), interpreted as high. This suggests that teachers use non-verbal communication but less consistently than verbal communication. Strengthening the use of eye contact, gestures, and facial expressions may improve learner attention, classroom management, and comprehension. Navarro and Diaz (2021) and Flores and Ramos (2023) noted that consistent use of non-verbal cues enhances student engagement and reinforces instruction.

Table 12- Distribution of Respondents' Perceived Leadership Behavior based on Problem Solving Skills

Indicator	Mean	SD	Description
As a teacher...			
I maintain composure and think clearly even in stressful situations.	3.48	0.57	At All Times
I take time to understand the root of a problem rather than reacting impulsively.	3.41	0.61	At All Times
I perceive to develop practical and effective solutions to address student learning needs.	3.49	0.55	At All Times
I seek input from colleagues and school heads to find the best solutions.	3.38	0.59	At All Times
I find creative ways to manage classroom needs despite challenges.	3.41	0.57	At All Times
I learn from experience and apply those lessons to avoid repeating mistakes.	3.49	0.57	At All Times
I encourage students to participate in resolving conflicts or group concerns in a respectful way.	3.55	0.56	At All Times
Overall	3.46	0.57	At All Times

Legend: 3.26 – 4.00 At all times / Very High 1.76 – 2.50 Sometimes / Low

2.51 – 3.25 Most of the time / High 1.00 – 1.75 Never / Very Low

Table 12 presents teachers' perceived leadership behavior in terms of problem-solving skills, with an overall mean of 3.46 (SD = 0.57), interpreted as very high. This indicates that teachers consistently demonstrate effective problem-solving and decision-making skills in addressing classroom and school challenges. Their collaborative approach promotes positive school culture, effective classroom management, and improved school operations. De Guzman and Alonzo (2022) and Reyes and Lim (2021) emphasized that systematic decision-making, collaboration, and strategic thinking strengthen teacher leadership and school performance.

The highest-rated indicator was "As a teacher, I encourage students to participate in resolving conflicts or group concerns in a respectful way," with a mean of 3.55 (SD = 0.56), interpreted as very high. This reflects teachers' student-centered approach to conflict resolution, encouraging responsibility, empathy, participation, and respect. Navarro and Villafior (2022) and Bautista and Reyes (2021) found that student involvement in conflict resolution promotes social-emotional development and positive classroom relationships.

The lowest-rated indicator was “As a teacher, I seek input from colleagues and school heads to find the best solutions,” with a mean of 3.38 (SD = 0.59), still interpreted as very high. This shows that teachers value collaboration but may benefit from more opportunities for professional dialogue and joint decision-making. Catedral et al. (2023) and Malolos (2024) emphasized that collaboration among teachers and school heads strengthens problem-solving, teamwork, professional learning, and school effectiveness.

Table 13- Distribution of Respondents’ Perceived Leadership Behavior based on Accountability

Indicator	Mean	SD	Description
As a teacher...			
I complete task such as lesson planning, grading, and reporting on time and with quality.	3.55	0.55	At All Times
I perceive to be reliable and dependable by my colleagues and students.	3.41	0.59	At All Times
I recognize my mistake, accept feedback, and take action to improve.	3.52	0.56	At All Times
I uphold the rule and serve as a good example within the school community.	3.48	0.60	At All Times
I perceive to be transparent and honest in my professional actions.	3.49	0.55	At All Times
I take responsibility for helping all my students succeed and feel supported.	3.46	0.60	At All Times
I perceive to actively contribute to the success of school programs and initiatives.	3.46	0.58	At All Times
Overall	3.48	0.58	At All Times

Legend: 3.26 – 4.00 *At all times / Very High* 1.76 – 2.50 *Sometimes / Low*
 2.51 – 3.25 *Most of the time / High* 1.00 – 1.75 *Never / Very Low*

Table 13 presents teachers’ perceived leadership behavior in terms of accountability, with an overall mean of 3.48 (SD = 0.58), interpreted as very high. This indicates that teachers consistently fulfill their responsibilities, complete tasks on time, and take ownership of student outcomes and school programs. Strong accountability promotes professionalism, trust, and effective school operations. Robinson and Gray (2022) and Day et al. (2023) emphasized that teacher accountability supports institutional trust, efficiency, and school improvement.

The highest-rated indicator was “As a teacher, I complete tasks such as lesson planning, grading, and reporting on time and with quality,” with a mean of 3.55 (SD = 0.55), interpreted as very high. This reflects teachers’ reliability, organization, and commitment to professional responsibilities, contributing to

effective instruction and smooth school operations. Sanchez et al. (2025) and Aquino and Bautista (2023) found that effective planning, assessment, and professional responsibility enhance teaching effectiveness and school performance.

The lowest-rated indicator was “As a teacher, I am perceived to be reliable and dependable by my colleagues and students,” with a mean of 3.41 (SD = 0.59), still interpreted as very high. This suggests that while teachers are generally dependable, perceptions may vary based on individual relationships and experiences. Strengthening trust, communication, and professional relationships may further improve teamwork and accountability. Almagro and Flores (2023) and Mugas and Tagadiad (2023) emphasized that professional values, self-efficacy, resilience, professional development, and quality of work life influence teachers’ interpersonal effectiveness and accountability.

Table 14- Distribution of Respondents’ Perceived Leadership Behavior based on Innovativeness

Indicator	Mean	SD	Description
As a teacher...			
I regularly introduce innovative instructional strategies that enhance student engagement and learning outcomes.	3.44	0.59	At All Times
I effectively integrate appropriate digital tools and technologies to support teaching and learning.	3.47	0.58	At All Times
I perceive as someone who embraces change and experimentation in teaching.	3.41	0.61	At All Times
I create designs learning experiences that encourage learners to think creatively, critically, and independently.	3.47	0.56	At All Times
I customize instructional strategies to meet diverse learner needs and align content with current trends and real-life contexts.	3.35	0.59	At All Times
I actively contribute innovative ideas or solutions to improve classroom practices, school activities, or curriculum implementation.	3.42	0.60	At All Times
I inspire my peers by trying new teaching methods and serving as a role model for innovation in the classroom.	3.36	0.68	At All Times
Overall	3.42	0.60	At All Times

Legend: 3.26 – 4.00 *At all times / Very High* 1.76 – 2.50 *Sometimes / Low*
 2.51 – 3.25 *Most of the time / High* 1.00 – 1.75 *Never / Very Low*

Table 14 presents teachers’ perceived leadership behavior in terms of innovativeness, with an overall mean of 3.42 (SD = 0.60), interpreted as very high. This indicates that teachers consistently use new teaching strategies, technology, and creative learning experiences to enhance student engagement, critical thinking, and independent learning. Basanes (2026) and Santa Ana and Silvestre (2025) emphasized that innovativeness and knowledge sharing strengthen teachers’ adaptability, competence, and instructional effectiveness.

The highest-rated indicators were “I effectively integrate appropriate digital tools and technologies to support teaching and learning” and “I create and design learning experiences that encourage learners to think creatively, critically, and independently,” both with a mean of 3.47. These results reflect teachers’ adaptability and commitment to technology-enhanced and learner-centered instruction. Villacorte (2024), Lagos and Nabos (2023), Mirabueno and Basilio (2023), and Floriano and Espiritu (2024) found that technology integration and innovative strategies improve engagement, digital competence, creativity, critical thinking, and learning outcomes.

The lowest-rated indicator was “I customize instructional strategies to meet diverse learner needs and align content with current trends and real-life contexts,” with a mean of 3.35 (SD = 0.59), still interpreted as very high. This suggests that teachers may benefit from additional support in personalizing instruction and addressing diverse learner needs. Toquero and Talidong (2021) and Barrot et al. (2021) emphasized the importance of adaptive and inclusive teaching while noting challenges such as classroom demands and limited resources. Continuous training, resource support, and peer collaboration may further strengthen teachers’ innovativeness.

Table 15- Distribution of Respondents’ Perceived Leadership Behavior based on Coaching Mindset

Indicator	Mean	SD	Description
As a teacher...			
I guide students and/or peers toward setting and achieving personal or academic goals.	3.52	0.57	At All Times
I create a safe space where individuals feel heard, respected, and empowered.	3.48	0.57	At All Times
I promote self-awareness and independent problem-solving rather than just giving answers.	3.45	0.60	At All Times
I offer encouragement and solutions instead of criticism when learners or peers struggle.	3.43	0.59	At All Times

I encourage a growth mindset by helping others see mistakes as learning opportunities. 3.50 0.57 At All Times

I actively engage in mentoring or coaching relationships to support learner or peer development. 3.47 0.57 At All Times

I model continuous learning and improvement in both personal and professional aspects. 3.47 0.58 At All Times

Overall	3.47	0.58	At All Times
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Legend: 3.26 – 4.00 At all times / Very High 1.76 – 2.50 Sometimes / Low

2.51 – 3.25 Most of the time / High 1.00 – 1.75 Never / Very Low

Table 15 presents teachers' perceived leadership behavior in terms of coaching mindset, with an overall mean of 3.47 (SD = 0.58), interpreted as very high. This indicates that teachers consistently guide students and peers, encourage growth, and create supportive learning environments. Their coaching mindset promotes goal-setting, collaboration, motivation, and continuous professional development. Cereno (2025) and Barrot and Andal (2024) found that mentoring and coaching strengthen teacher collaboration, reflection, professional growth, and work engagement.

The highest-rated indicator was "As a teacher, I guide students and/or peers toward setting and achieving personal or academic goals," with a mean of 3.52 (SD = 0.57), interpreted as very high. This reflects teachers' strong goal-oriented guidance, which promotes motivation, accountability, and self-efficacy. Reños and Pontillas (2023) and Salipong et al. (2024) emphasized that mentoring, collaboration, and supportive leadership improve instructional performance and student engagement.

The lowest-rated indicator was "As a teacher, I offer encouragement and solutions instead of criticism when learners or peers struggle," with a mean of 3.43 (SD = 0.59), still interpreted as very high. This indicates that teachers generally use supportive and positive approaches but may benefit from further strengthening constructive feedback practices. Talledo et al. (2025) and Escobal et al. (2023) found that encouraging feedback and positive discipline improve student motivation, confidence, behavior, and willingness to learn.

Table 16- Summary Distribution of the Respondents' Perceived Leadership Behavior

Variable	Mean	SD	Interpretation
Communication Skills	3.46	0.58	Very High
Problem Solving Skills	3.46	0.57	Very High
Accountability	3.48	0.58	Very High
Innovativeness	3.42	0.60	Very High

Coaching Mindset 3.47 0.58 Very High

Overall	3.46	0.58	Very High
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Legend: 3.26 – 4.00 At all times / Very High 1.76 – 2.50 Sometimes /Low
2.51 – 3.25 Most of the time / High 1.00 – 1.75 Never /Very Low

Table 16 summarizes respondents' perceived leadership behavior, with an overall mean of 3.46 (SD = 0.58), interpreted as very high. This indicates that teachers consistently demonstrate leadership through communication, problem-solving, accountability, innovativeness, and coaching. These well-rounded behaviors contribute to positive learning environments, school effectiveness, and student success. Alvarado and Dizon (2023) and Garcia et al. (2025) emphasized that communication, accountability, collaboration, innovation, and instructional decision-making strengthen teacher leadership and school performance.

The highest variable was Accountability, with a mean of 3.48 (SD = 0.58), interpreted as very high. This indicates that teachers consistently complete tasks, meet expectations, and uphold professional standards, promoting trust, responsibility, and efficient school operations. Caparoso and Paglinawan (2024) and Yongco (2026) found that teacher accountability supports instructional performance, leadership effectiveness, and student achievement.

The lowest variable was Innovativeness, with a mean of 3.42 (SD = 0.60), still interpreted as very high. This suggests that although teachers use creative strategies and technology, the consistency of innovation may vary due to differences in resources, training, and institutional support. Colegado (2025) and Magsalos and Paglinawan (2025) emphasized that access to technology, digital skills, professional development, and school support influence teachers' ability to sustain innovative practices.

Problem 4. Is there a significant relationship between the respondents' commitment and their perceived leadership behavior?

Table 17- Result of the Test on the Relationship Between the Respondents' Commitment and their Perceived Leadership Behavior

Respondents , Commitment	Leadership Behavior					Overall p-value r-value
	Communication skills p-value r-value	Problem-solving skills p-value r-value	Accountability p-value r-value	Innovativeness p-value r-value	Coaching Mindset p-value r-value	
School	.000 .471 S	.000 .454 S	.000 .466 S	.000 .335 S	.000 .445 S	.000 .583 S

Student	.000	.000	.000	.000	.000	.000
Learning	.587	.495	.485	.372	.460	.643
	S	S	S	S	S	S
Professional	.000	.000	.000	.000	.000	.000
knowledge	.519	.380	.473	.430	.475	.622
	S	S	S	S	S	S
Teaching	.000	.000	.000	.000	.000	.000
Profession	.521	.558	.526	.456	.466	.670
	S	S	S	S	S	S
Career	.000	.000	.000	.000	.000	.000
Continuance	.513	.389	.470	.397	.457	.611
	S	S	S	S	S	S

Legend: *significant at <0.05 level of significant S-significant NS- not significant

Table 17 presents the relationship between respondents' commitment and perceived leadership behavior. The results show that all computed p-values were .000, which are below the 0.05 level of significance. Thus, the null hypothesis was rejected, indicating a significant relationship between teachers' commitment and perceived leadership behavior. This suggests that effective communication, problem-solving, accountability, innovativeness, and coaching by school heads are associated with stronger teacher commitment.

Research by Quines and Pablo (2023) found that transformational leadership is significantly related to teachers' organizational commitment, while Masunag and Guhao (2024) reported that transformational and ethical leadership, supported by a positive organizational climate, contribute to stronger teacher commitment.

For school commitment, the overall r-value was .583 ($p = .000$), indicating a significant relationship. This suggests that supportive leadership, clear direction, and recognition are associated with stronger teacher dedication and participation in school activities. Licayan (2024) and Quines and Pablo (2023) similarly emphasized that effective leadership strengthens trust, collaboration, and organizational commitment.

For student learning commitment, the r-value was .643 ($p = .000$), indicating a significant relationship. This means that stronger teacher commitment is associated with leadership behaviors that support effective instruction, classroom engagement, and student learning. Bautista and Lim (2024) and Ramos and Dela Cruz (2023) likewise found that teacher commitment is linked to instructional effectiveness and positive classroom practices.

For professional knowledge commitment, the r-value was .622 ($p = .000$), showing a significant relationship. This indicates that committed teachers are more likely to engage in professional learning, collaboration, and improvement of teaching practices. Llego and Salangsang (2024) and Villanueva et al.

(2025) emphasized the role of professional commitment in continuous learning and instructional competence.

For teaching profession commitment, the r -value was .670 ($p = .000$), also indicating a significant relationship. This suggests that committed teachers are more likely to demonstrate professionalism, ethical practices, collaboration, and leadership. Reyes and Domingo (2024) and Cabrera et al. (2025) similarly highlighted the connection between teacher commitment, professional growth, and leadership behavior. Lastly, for career continuance commitment, the r -value was .611 ($p = .000$), indicating a significant relationship. This means that positive leadership behavior is associated with teachers' motivation to remain engaged in their profession. Balinbin and Pablico (2024) and Labrague et al. (2023) emphasized that professional support, positive leadership, and a supportive work environment contribute to teachers' motivation and career retention.

Overall, the findings indicate that teachers' commitment across all five dimensions is significantly related to perceived leadership behavior. Supportive and effective school leadership may help strengthen teacher dedication, professional growth, instructional practices, and sustained engagement in the teaching profession.

Problem 5. Do the respondents' profile moderate the relationship between their commitment and their perceived leadership behavior?

Table 18- Regression Analysis on the Respondents' Profile Moderating the Relationship Between their Commitment and Leadership Behavior

Variable	Sample Size (N)	ΔR^2	ΔF	P value	Interpretation
Age	184	0.009	1.23	($p = .295$)	NS
Sex	184	0.005	0.28	($p = .596$)	NS
Position	184	0.008	1.02	($p = .384$)	NS
Highest Educational Attainment	184	0.009	1.17	($p = .322$)	NS

Legend: *significant at <0.05 level of significant S-significant NS- not significant

Table 18 presents the moderating effect of respondents' profile on the relationship between commitment and leadership behavior. The results showed that age, sex, position, and educational attainment did not significantly moderate the relationship, as all p -values were greater than 0.05. Thus, the null hypothesis was retained. This indicates that the relationship between teachers' commitment and leadership behavior remains consistent regardless of their demographic and professional characteristics.

The findings suggest that effective leadership practices can support teacher commitment across different groups. Lee (2024) noted that demographic characteristics have minimal influence on the relationship between professionalism, commitment, and teaching performance. Similarly, Olasiman et al. (2024) found that leadership practices can produce positive teacher outcomes regardless of demographic differences.

Discussion

The respondents were generally female, in early to middle adulthood, in entry-level teaching positions, and bachelor's degree holders. This profile indicates a relatively young and qualified teaching workforce with opportunities for further professional and leadership development.

Teachers demonstrated high commitment across all five dimensions, namely school, student learning, professional knowledge, teaching profession, and career continuance. Professional knowledge had the lowest mean, although it remained highly committed, suggesting that continuous professional development may require additional support.

Perceived leadership behavior was also very high across all five dimensions. Accountability obtained the highest mean, while innovativeness had the lowest, although still very high. This indicates that teachers consistently demonstrate responsibility, communication, problem-solving, and coaching behaviors, while innovation and the use of new and contextualized teaching approaches provide opportunities for further development.

A significant relationship was found between teachers' commitment and perceived leadership behavior across all dimensions. The teaching profession dimension showed the strongest relationship. This supports the view that teachers who demonstrate stronger professional commitment also tend to exhibit stronger leadership behaviors.

However, age, sex, position, and educational attainment did not significantly moderate this relationship. Therefore, the connection between commitment and leadership behavior remains consistent across different teacher profiles.

Conclusion

The findings indicate that Grade 5 teachers demonstrate high commitment and very high leadership behavior. Accountability emerged as a strong leadership characteristic, while professional knowledge and innovativeness were comparatively lower areas that may benefit from further support.

The significant relationship between commitment and leadership behavior indicates that strengthening teachers' professional commitment may also support the development of their leadership practices. Since respondents' profiles did not significantly moderate this relationship, commitment and leadership development may be promoted across teachers regardless of age, sex, position, or educational attainment.

Recommendations

1. Teachers should participate in professional development activities such as LAC sessions, assessment workshops, subject-content training, and research-based teaching activities to strengthen professional knowledge and instructional practice.
2. School heads should provide training on digital technology, blended learning, project- and inquiry-based instruction, and contextualized teaching to strengthen teachers' innovativeness and ability to address diverse learner needs.
3. Teachers and school heads should strengthen professional commitment through values formation, Code of Ethics orientations, peer mentoring, coaching, and participation in school and community programs.
4. School heads should integrate commitment-building with leadership development through LAC sessions, mentoring, coaching, and collaborative activities. Highly committed teachers may also be given opportunities for teacher-leadership roles, demonstration teaching, and instructional coaching to further develop their leadership competencies.

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