

Work Ethics and Professional Growth on Teacher's Competence Mediated by Professional Disposition in Public Elementary Schools

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Abstract

This study aimed to determine the effect of professional disposition and growth to work ethics and competence of public elementary school teachers.

The study employed a descriptive-correlational approach, including 351 teachers in the District of San Antonio and Tiaong 1. A five-part survey questionnaire was utilized to determine the respondents' profiles, the level of teachers' work ethics, competence, professional disposition and professional growth. Mean and standard deviation were used to determine the level of teachers' work ethics, competence, professional disposition and professional growth. Pearson-Moment Correlation Coefficient, mediation and regression analysis were used to test the hypotheses.

The results revealed that teachers' work ethics was significantly related to professional disposition and teachers' competence. Similarly, a significant relationship exists between professional disposition and teachers' competence. Professional disposition partially mediated the relationship between teachers' work ethics and competence. On the other hand, professional growth did not statistically moderate among the relationships between teachers' work ethics, competence, and professional disposition. Thus, this study recommends that DepEd may review and recalibrate its professional growth and development policies, focusing on the quality, contextual relevance, and impact of the programs rather than their quantity.

Keywords: teachers' work ethics, competence, professional disposition, growth

1. Introduction

In order to assist students, develop critical thinking skills and compete in the global economy, education has recently concentrated on enhancing instruction. One of the main concerns in education, according to observations made worldwide, is teacher competency. The persistent question of whether teachers' proficiency satisfies professional education requirements has plagued universal education institutions for years. It is expected of teachers to exhibit proficiency in their designated fields of work (Shobha, 2020).

On the other hand, as teachers are in charge of imparting priceless life lessons to their students, it is essential and critical for them to lay the groundwork for ethical living (Hargreaves, 2021). In international educational institutions, teachers have a significant impact on students' lives and are seen as having the most influence over the students under their supervision. They are expected to set a good example by demonstrating the proper work ethics outlined in the code of conduct for teachers, which will help them in their work and achieve their goal of delivering uncompromising instruction (Brandli & Caeiro, 2019).

A teacher's professional disposition fills the gap between their competency and work ethic. Being a teacher involves more than just knowing what you're teaching, planning ahead, and instructing

students. In order to support student learning and present a positive image of the teaching profession, teachers must also display professional attitudes and actions. Professional dispositions are the terms used to describe these attitudes and actions. principles, actions, attitudes, and beliefs of educators in their interactions with students, families, the community, and coworkers. All educators are expected to exhibit professional dispositions, which are a significant component of teacher preparation programs. Teachers can actively participate in reflective practices, improve their teaching strategies, and build a positive professional attitude through seminars, professional development opportunities, and collaborative learning experiences. In addition to improving work ethics, this continuous process of development also strengthens competence and fortifies a positive professional attitude, resulting in a comprehensive and flexible teaching style that meets the ever-changing needs of the educational environment. The essential that unifies the fundamental components of a teacher's professional identity is, in this sense, professional growth. Therefore, it is essential to do research that examines the relationship between teachers' work ethics and competency as well as how this relationship is impacted by elements like professional development and disposition.

1.1 Statement of the Problem

This study investigated the relationship between the teachers' work ethics and competence which is mediated by professional disposition and moderated among the relationships by professional growth.

Specifically, it sought answer to the following questions:

1. What is the level of teachers' work ethics in terms of:
 - 1.1. self-management;
 - 1.2. productivity;
 - 1.3. accountability and responsibility;
 - 1.4. dedication?
2. What is the level of teacher's competence in terms of:
 - 2.1. pedagogical competence;
 - 2.2. personal competence;
 - 2.3. social competence;
 - 2.4. professional competence?
3. What is the level of professional disposition in terms of:
 - 3.1. social Justice and Equity;
 - 3.2. collaboration;
 - 3.3. critical thinking;
 - 3.4. reflective teaching and learning;
 - 3.5. lifelong learning?
4. What is level professional growth of the respondents in terms of:
 - 4.1. continuing professional development;
 - 4.2. mentoring;
 - 4.3. reflective practices;
 - 4.4. innovation?
5. Is there a significant relationship between teacher's work ethics and a. competence?
- b. professional disposition?
6. Is there a significant relationship between professional disposition and teacher's competence?

7. Is the level of professional disposition significantly mediating on the relationship between teachers' work ethics and teachers' competence?
 8. Does professional growth significantly moderate the relationship between teacher's work ethics and professional disposition? professional disposition and teachers' competence? teacher's work ethics and competence?
2. Methodology

This chapter presents a comprehensive overview of the research methodology employed in this study. It encompasses several critical components, beginning with a detailed discussion of the research design, including the chosen approach and the rationale behind its selection. The chapter then outlines the selection process of the study's respondents and provides an in-depth description of their demographic profiles. These include key variables such as age, gender, civil status, educational attainment, current designation, and years of service, which are examined to provide a well-rounded understanding of the participants' backgrounds.

Further, this chapter describes the research instruments used for data collection, emphasizing their validity and reliability. Clear procedures for data collection are articulated to ensure both transparency and replicability. The statistical methods employed to analyze the data are also detailed, specifying how these techniques were used to address the research questions and test the proposed hypotheses.

This study utilized a survey research design to systematically gather data from a large sample, consistent with the study's objectives. This approach is particularly effective for identifying patterns and relationships among variables, making it ideal for research that demands large-scale data collection. The design also supports the testing of complex hypotheses, including those involving mediation and moderation effects. Specifically, a correlational research design was applied to investigate the intricate relationships among teachers' work ethics, competence, professional disposition, and professional growth.

The study recognizes that teachers who model good manners and ethical behavior exert a significant influence on the ethical development of both students and fellow educators. As Turk and Vignjevic (2016) emphasize, work ethics are rooted in principles, norms, and beliefs. Saleh (2018) further argues that an individual's efficiency and effectiveness at work are shaped by their work ethics, which serve as the foundation of their professional behavior. Teachers, by upholding these principles, establish behavioral expectations in the classroom and model positive conduct.

Aligned with DepEd Order No. 42, s. 2017, the study refers to the Philippine Professional Standards for Teachers (PPST) as a guiding framework for teacher development. The PPST outlines the progression of teacher competencies in response to the evolving demands of education. A strong professional disposition, as posited in this study, enables teachers to internalize and apply work ethics in practical ways, ultimately enhancing their overall competence.

The study employs a moderated-mediation model to explore these dynamics. It investigates how professional disposition mediates the relationship between teachers' work ethics and their competence, while professional growth moderates this relationship. Mediation analysis examines the extent to which professional disposition explains the connection between work ethics and competence, whereas moderation analysis evaluates how professional growth influences these associations. This methodological framework offers a nuanced understanding of how these variables interact, providing

valuable insights into effective teaching practices, job satisfaction, and the overall school climate.

Data were collected through structured survey questionnaires administered to 351 elementary school teachers from the San Antonio and Tiaong I Districts. These instruments, designed to assess work ethics, competence, professional disposition, and the moderating role of professional growth, had undergone a validation process to ensure their accuracy and relevance. Purposive sampling was employed in the San Antonio District to ensure the inclusion of specific respondents, while random sampling was used in Tiaong I District to complete the sample size.

To validate the survey instrument, the researcher sought feedback from the thesis adviser and panel members, incorporating their suggestions to improve clarity and consistency. Both face and content validation were conducted. Additional content validation was performed by a panel of experts comprising three school principals, three master teachers, and two English teachers. To ensure the reliability of the instruments, the researcher intends to use statistical techniques such as Cronbach's alpha to measure internal consistency, along with other methods to examine the construct validity of the questionnaire

3. Results and Discussion

Table 1

The Level of Teachers' Work Ethics in terms of Self-management

Indicators	Mean	SD	VI
As a teacher, I...			
1.set achievable goals by tracking progress for myself and students.	4.61	0.52	VHM
2. adapt to challenges, and find creative solutions	4.52	0.53	VHM
3. seek feedback and opportunities for professional development	4.48	0.58	HM
4. effectively balance my personal and professional life while concerning both my physical and mental health	4.44	0.60	HM
5. effectively manage time, avoid procrastination, distractions, and meet deadlines promptly.	4.37	0.62	HM
Overall	4.48	0.45	HM

Legend: 4.50-5.00- Very Highly Manifested (VHM), 3.50-4.49- Highly Manifested (HM), 2.50-3.49- Moderately Manifested (MM), 1.50-2.49- Slightly Manifested (SM), 1.00-1.49- Not at all Manifested (NM)

Table 1 presents the quantitative assessment of teachers' work ethics specifically in the domain of self-management. The responses are evaluated based on five core statements, with mean scores ranging from 4.37 to 4.61 and an overall mean of 4.48 and a standard deviation (SD) of 0.45, which indicates a Highly Manifested (HM) interpretation of self-management as a component of work ethics among the respondents.

The highest rated item, "I set achievable goals by tracking progress for myself and students" (M = 4.61, SD = 0.52), received a Very Highly Manifested (VHM) interpretation. This suggests that goal-setting, coupled with continuous monitoring, is a well-established practice among the teachers surveyed. This

implies that teachers are proactive in planning and assessing both their own progress and that of their learners, aligning with goal-oriented teaching practices. This result is consistent with a study by Starkey et al. (2021), which highlighted that good goal-setting increases teachers' self-efficacy and accountability in addition to improving instructional outcomes. Further confirming the significance of this self-management component, Zimmerman and Schunk (2020) highlight the favorable relationship between goal clarity and student involvement.

The second highest-rated item, "I adapt to challenges, and find creative solutions" ($M = 4.52$, $SD = 0.53$), also reflects Very High Manifestation. This result signifies a high degree of adaptive expertise and resilience, attributes that are increasingly vital in the post-pandemic educational landscape. The result implies that teachers' resourcefulness and flexibility—traits are essential in dynamic classroom environments, particularly in the context of limited resources and high workloads that characterize many public schools in the Philippines.

The remaining three indicators—seeking feedback and professional development ($M = 4.48$), balancing personal and professional life ($M = 4.44$), and managing time effectively ($M = 4.37$)—all received Highly Manifested interpretation. The results indicate a strong but slightly less pronounced presence of reflective practices and work-life balance. The slight decrease in scores suggests potential areas for professional growth.

The results imply that with strong work ethics, individuals are more likely to stay committed to their tasks, manage their time effectively, and uphold integrity in their decisions and actions. This leads to greater trust, both internally and from others, and promotes a sense of pride and fulfillment in one's work. Moreover, it cultivates resilience and focus, enabling individuals to overcome challenges and stay aligned with their long-term vision. In essence, good work ethics empower people to be reliable, proactive, and self-driven—qualities that are crucial for success in any field.

Teachers in the locale may have developed effective self-management habits through experience. In many Southeast Asian contexts, particularly in the Philippines, hard work, adaptability, and resilience are often culturally embedded in the teaching profession. They are often required to complete multiple roles—educator, counselor, administrator—which may necessitate effective goal-setting and problem-solving. However, this same workload may impair their ability to fully achieve work-life balance or perfect time management. The moderate score on seeking feedback and development opportunities might reflect limitations in access to continuous professional learning programs or mentoring systems in the locale. Finally, the lower mean in balancing physical and mental health suggests that while teachers are committed to their work, their well-being may be compromised, potentially due to insufficient support structures or awareness regarding mental health.

Table 2

The Level of Teachers' Work Ethics in terms of Productivity

Indicators	Mean	SD	VI
As a teacher, I ...			
1.engage in learning activities to improve skills and stay updated in education.	4.53	0.55	VHM
2. seek feedback from students, colleagues, administrators, and parents to improve.	4.52	0.58	VHM
3. develop lesson plans to meet curriculum standards and student needs.	4.58	0.56	VHM
4. utilize various assessment methods to track student learning progress.	4.52	0.54	VHM
5. actively participate in team meetings, curriculum planning, and peer collaboration.	4.55	0.55	VHM

Overall	4.54	0.45	VHM
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Legend: 4.50-5.00- Very Highly Manifested (VHM), 3.50-4.49- Highly Manifested (HM), 2.50-3.49- MODERATELY Manifested (MM), 1.50-2.49- Slightly Manifested (SM), 1.00-1.49- Not at all Manifested (NM)

Table 2 provides a comprehensive overview of teachers' work ethics in terms of productivity, with each indicator receiving a Very Highly Manifested (VHM) interpretation. The data reflects an exceptionally consistent and elevated level of professional performance across all key dimensions of productivity, as evidenced by an overall mean score of 4.54 and a standard deviation of 0.45, suggesting a strong and shared commitment to excellence among the respondents.

The individual indicators reveal uniformly high mean scores, ranging from 4.52 to 4.58, all categorized as "Very Highly Manifested." This reflects the respondents' collective agreement on the frequent and deliberate practice of productivity-related behaviors in their profession. The highest mean score of 4.58 corresponds to the statement, "I develop lesson plans to meet curriculum standards and student needs," suggesting that lesson planning is a particularly well-developed and consistently practiced aspect of their work. The emphasis on lesson planning and assessment points to a system with clear curriculum standards and performance expectations. Teachers employed in the evaluated location keep a careful eye on and assist with lesson planning and curriculum compliance.

The statement "I engage in learning activities to improve skills and stay updated in education" (M = 4.53) supports the growing emphasis on teacher as learner. Teachers' active participation in team meetings and collaboration might be the result of strong leadership and supportive school policies that foster teamwork and accountability. When school heads encourage collaboration and professional dialogue, teacher productivity often improves.

A highly productive teaching workforce is a strong predictor of improved student learning outcomes. When teachers stay updated, assess regularly, and adapt to student needs, learning becomes more responsive and effective. Since teachers are clearly performing at very high levels, it may be beneficial to recognize and reward productivity through incentives, leadership roles, or professional advancement opportunities. This will help maintain motivation and reduce burnout.

These results suggest that the teachers in the assessed locale show consistent, proactive, and professional behavior in their instructional duties, showing a strong commitment to improving teaching and learning outcomes. In a typical public school system, particularly well-supported provincial areas, such high ratings are observed due to the active role of school-based learning action cells (LAC sessions), the influence of the RPMS-PPST (Results-Based Performance Management System aligned with the Philippine Professional Standards for Teachers), and the culture of school improvement planning. Moreover, schools that receive support from LGUs or NGOs for teacher training often demonstrate heightened productivity as part of accountability for external investment.

Table 3

The Level of Teachers' Work Ethics in terms of Accountability and Responsibility

Indicators	Mean	SD	VI
As a teacher, I ...			
1. communicate respectfully with parents about students' progress and address concerns promptly.	4.74	0.47	VHM
2. actively engage in school activities to enrich the school culture and community.	4.64	0.50	VHM
3. uphold to professional ethics with integrity and honesty in all my teaching practices.	4.65	0.52	VHM
4. create diverse activities for students' varied learning styles and abilities.	4.49	0.56	HM

5. reflect on my teaching and seek development for improvement.	4.55	0.56	VHM
Overall	4.61	0.45	VHM

Legend: 4.50-5.00- Very Highly Manifested (VHM), 3.50-4.49- Highly Manifested (HM), 2.50-3.49- Moderately Manifested (MM), 1.50-2.49- Slightly Manifested (SM), 1.00-1.49- Not at all Manifested (NM)

Table 3 illustrates the extent to which teachers exhibit work in terms of accountability and responsibility, a core dimension of professional integrity in education. The data reveals a highly commendable pattern, with all indicators receiving either a Very Highly Manifested (VHM) or Highly Manifested (HM) interpretation. The overall mean score of 4.61 (SD = 0.45) indicates a Very Highly Manifested the ethical responsibility and accountability in the professional conduct of the teacher-respondents.

Among the statements, the highest mean score (4.74) was for "communicating respectfully with parents about students' progress and addressing concerns promptly," showing that teachers place strong importance on maintaining open, respectful, and timely communication with families. The results suggest that the district-respondents as a whole emphasize home-school partnerships, where teachers are expected to communicate regularly and respectfully with parents. This aligns with current education reforms that highlight stakeholder engagement in student success. This backs up the claims made by Epstein et al. (2021), who contend that regular, courteous communication between educators and families promotes a sense of shared accountability for students' performance and enhances academic results. This shows that they understand how important home-school cooperation is to students' success.

The second and third highest indicators—active engagement in school culture (M = 4.64) and adherence to professional ethics with integrity (M = 4.65)—underscore the teachers' embeddedness within the broader ethical and communal fabric of their institutions. Teachers who actively contribute to school activities are not only fulfilling institutional expectations but are also reinforcing communal trust, collegial support, and shared values. Active engagement in school activities could be influenced by Filipino cultural values such as bayanihan (communal unity) and pakikisama (harmony), which promote collaborative and participatory behavior schools. Teachers possessed an internalized sense of duty, possibly due to strong orientation programs, professional codes of conduct, or awareness of the Philippine Professional Standards for Teachers (PPST), which promotes integrity and ethical behavior.

The statement with the lowest, but still high, mean score (4.49) was about "creating diverse activities to meet different learning styles and abilities". While this is slightly lower compared to the others, it still indicates that this practice is Highly Manifested, suggesting ongoing efforts to cater to student diversity, with potential for further growth. The results also indicate challenges in adapting instruction to multiple learning needs, possibly due to large class sizes, limited resources, or a need for more training in differentiated instruction.

High accountability and responsibility levels build trust between teachers, families, and the community, which is vital for effective schooling. This strengthens the school's image and fosters cooperation from stakeholders. When teachers are ethically grounded, reflective, and actively involved, schools are more likely to improve holistically—not just academically, but also in terms of culture, discipline, and student welfare. While most areas scored very highly manifested, the relatively lower score on addressing diverse learning styles suggests a training gap. Professional development programs could focus more on inclusive pedagogy and differentiated instruction.

The Department of Education (DepEd) has made concerted efforts through policies such as the RPMS-PPST, Brigada Eskwela, and Parent-Teacher Associations (PTAs) to instill accountability, responsibility, and collaboration. Ethical teaching standards are continually reinforced through LAC sessions, in-service trainings, and regular school-based monitoring and evaluation.

Teachers may not only meet their professional obligations but also go above and beyond in maintaining ethical conduct, being responsive to student and community needs, and continuously striving

to improve their effectiveness.

Table 4

The Level of Teachers' Work Ethics in terms of Dedication

Indicators	Mean	SD	VI
As a teacher, I...			
1.design activities to engage students with diverse learning styles and levels.	4.63	0.50	VHM
2. regularly communicate with parents, providing constructive feedback to students for progress and improvement.	4.60	0.54	VHM
3. attend various learning events to update skills and knowledge, and exchange best practices with others.	4.37	0.60	HM
4. work with other teachers on joint projects, classes, or mentoring new teachers.	4.40	0.64	HM
5. consider leading clubs, planning events, or joining committees.	4.31	0.63	HM
Overall	4.46	0.73	HM

Legend: 4.50-5.00- Very Highly Manifested (VHM), 3.50-4.49- Highly Manifested (HM), 2.50-3.49- Moderately Manifested (MM), 1.50-2.49- Slightly Manifested (SM), 1.00-1.49- Not at all Manifested (NM)

Table 4 presents the self-assessed level of teachers' work ethics with respect to dedication. The overall mean score of 4.46 with a standard deviation of 0.73 reflects a Highly Manifested (HM) dedication among the teachers surveyed. This suggests that, on average, teachers display a strong sense of commitment to their responsibilities, although the relatively higher standard deviation indicates some variation in responses.

Moreover, the highest-rated statement is "I design activities to engage students with diverse learning styles and levels" ($M=4.63$, $SD=0.50$), indicating that teachers are particularly dedicated to creating inclusive and responsive learning environments. According to Tomlinson and Imbeau (2021), recognizing the individual differences of learners is a pedagogical approach as well as an ethical requirement that strengthens access and equity in education. This finding reflects an awareness of student diversity and a willingness to invest time and effort into instructional design.

Similarly, "I regularly communicate with parents, providing constructive feedback to students for progress and improvement" ($M=4.60$, $SD=0.54$) received a very high rating, reinforcing the view that teachers are committed to maintaining open communication lines with parents and providing continuous support for student development. These two statements, both rated as Very Highly Manifested, point to a strong focus on student-centered practices and active parental engagement. Teachers may prioritize classroom preparation and parent communication over collaborative or extracurricular commitments, especially when time and workload pressures are high. This may reflect a professional culture where the immediate needs of the classroom take precedence. In contrast, lower but still favorable mean scores are seen in items related to professional collaboration and extracurricular involvement. Statements such as "I attend various learning events to update skills and knowledge" ($M=4.37$), "I work with other teachers on joint projects or mentoring" ($M=4.40$), and "I consider leading clubs or joining committees" ($M=4.31$) were rated as Highly Manifested (HM) rather than very high. Lower scores on attending learning events and mentoring peers may reflect limited access to professional development opportunities, especially in more remote or underfunded schools. It may also point to a lack of institutional support or incentives for attending seminars or taking on leadership roles. These results imply that although a large number of teachers participate in these types of commitment, their frequency or variability may vary. The extent of participation in such activities may be influenced by institutional considerations, workload, or time

constraints.

In many Philippine public schools, especially in resource-limited settings, teachers often face heavy teaching loads, combined with non-teaching responsibilities such as paperwork and school programs. This can reduce their availability for external training, collaboration, or voluntary leadership roles.

However, the strong ratings for student engagement and parent communication may be attributed to the influence of national initiatives like the RPMS-PPST, School-Based Management (SBM), and Brigada Eskwela, which emphasize learner-centeredness and stakeholder involvement.

While dedication is high in teaching and communication, the slightly lower scores on collaboration and involvement suggest a need for greater structural support, such as release time for mentoring, incentives for committee participation, and more accessible professional development. It also implied that schools need to revisit task allocation, ensuring that teachers have the time and energy to engage meaningfully in collaborative and extracurricular roles. This might involve hiring support staff or restructuring administrative duties.

The data show that teachers exhibit strong dedication in areas directly related to instruction and student engagement, while somewhat lower levels are observed in aspects requiring additional time commitments outside the classroom.

Table 5
Summary Tables for the Level of Teachers' Work Ethics

Indicators	Mean	SD	VI
1. Self-management	4.48	0.45	HM
2. Productivity	4.54	0.45	VHM
3. Accountability and responsibility	4.61	0.42	VHM
4. Dedication	4.46	0.73	HM
Overall	4.52	0.42	VHM

Legend: 4.50-5.00- Very Highly Manifested (VHM), 3.50-4.49- Highly Manifested (HM), 2.50-3.49- Moderately Manifested (MM), 1.50-2.49- Slightly Manifested (SM), 1.00-1.49- Not at all Manifested (NM)

Table 5 presents a synthesized overview of the level of teachers' work ethics across four core dimensions: Self-management, Productivity, Accountability and Responsibility, and Dedication. The overall mean score of 4.52 with a standard deviation of 0.42 corresponds to a rating of Very Highly Manifested (VHM), indicating a generally commendable level of ethical commitment and professionalism among teachers.

Based on the findings, among the dimensions assessed, Accountability and Responsibility received the highest mean score of 4.61 (SD = 0.42), indicating that teachers are exceptionally committed to fulfilling their professional duties with integrity, reliability, and ownership. Teachers demonstrate a strong sense of duty toward their students, school policies, and ethical obligations. They likely show reliability in attendance, grading, and fulfilling duties without needing close supervision. This is closely followed by Productivity with a mean score of 4.54 (SD = 0.45), reflecting teachers' high levels of efficiency and effectiveness in accomplishing tasks and meeting expectations. Teachers are performing efficiently and meeting or exceeding expectations in terms of output. They are likely maximizing instructional time, preparing well for classes, and completing tasks promptly. According to recent study by Darling-Hammond et al. (2021), productivity greatly improves teacher satisfaction and

student accomplishment when it is based on reflective and collaborative practice. This score indicates a work culture that values quality and ongoing improvement in addition to output.

Self-management ($M = 4.48$) and Dedication ($M = 4.46$), both rated as Highly Manifested (HM), further support the idea that teachers exhibit self-discipline, punctuality, and sustained effort in their duties. These findings implied that emotionally resilient teachers exhibit high levels of devotion and self-regulation, both of which are critical in handling classroom responsibilities and achieving long-term professional satisfaction.

The findings also revealed that teachers exhibit a high to very high level of work ethics across all dimensions. These behaviors contribute positively to the overall professional environment, teaching effectiveness, and the achievement of educational goals. The results also underscore the importance of fostering and maintaining strong ethical standards within the teaching profession to ensure quality education and continuous professional growth.

The results indicate that all components of teachers' work ethics are either highly or very highly manifested, reflecting an overall strong ethical foundation among the teaching workforce. Notably, productivity and accountability and responsibility received the highest mean scores. These attributes are likely reinforced by institutional expectations, formal performance standards, and accountability mechanisms within the educational system. Teachers are frequently evaluated based on quantifiable outputs such as student performance, lesson delivery, and administrative compliance, which may incentivize them to prioritize productivity and responsibility in their professional conduct.

In contrast, self-management and dedication, while still rated as "Highly Manifested," showed slightly lower mean scores. These aspects are more intrinsically motivated and may depend heavily on individual traits, personal discipline, and emotional resilience. Self-management involves regulating one's time, behavior, and stress levels—abilities that can be challenged by external pressures such as workload, shifting priorities, and limited support systems. Similarly, dedication reflects the depth of personal commitment and passion for teaching, which may fluctuate due to factors like job satisfaction, burnout, and recognition from leadership. The variability in these scores implies that while teachers generally maintain strong ethical standards, internal and psychological factors may affect their ability to consistently sustain high levels of self-management and dedication.

Teachers' Competence

The following tables show the level of the teachers' competence in terms of Pedagogical, Personal, Social and Professional Competence.

Table 6

The Level of Teachers' Competence in terms of Pedagogical Competence

Indicators	Mean	SD	VI
As a teacher, I...			
1. show a strong grasp and simplify complex concepts for students.	4.42	0.55	HC
2. utilize diverse methods and materials to engage students and improve learning.	4.40	0.54	HC
3. consistently communicate clear learning objectives to students.	4.65	0.60	VHC
4. foster critical thinking and creativity by encouraging class discussions and activities, and promoting expression of ideas.	4.46	0.54	HC
5. integrate real-world applications to demonstrate subject matter's practical relevance.	4.52	0.53	VHC

Overall	4.48	0.59	HC
Legend: 4.50-5.00- Very Highly Competent (VHC), 3.50-4.49- Highly Competent (HC), 2.50-3.49- Moderately Competent (MC), 1.50-2.49- Slightly Competent (SC), 1.00-1.49- Not at all Competent (NC)			

As presented in Table 6, teachers' self-assessed pedagogical competence yielded an overall mean score of 4.48, with a standard deviation of 0.59, indicating a Highly Competent (HC) level. This result suggests that educators generally perceive themselves as capable and confident in delivering instruction aligned with contemporary pedagogical standards.

Furthermore, two indicators have a Very Highly Competent (VHC) rating: consistently communicating clear learning objectives to students ($M = 4.65$) and integrating real-world applications to demonstrate subject matter's practical relevance ($M = 4.52$). These results suggest that teachers excel at helping students understand the purpose of their lessons and how what they are learning connects to real life—both of which are important for meaningful learning.

Furthermore, two indicators have a Very Highly Competent (VHC) rating: consistently communicating clear learning objectives to students ($M = 4.65$) and integrating real-world applications to demonstrate subject matter's practical relevance ($M = 4.52$). These results suggest that teachers excel at helping students understand the purpose of their lessons and how what they are learning connects to real life—both of which are important for meaningful learning. Teachers' competence in communicating objectives and using real-life examples may be rooted in structured lesson planning practices mandated by national curriculum guides (e.g., the K to 12 Curriculum in the Philippines), which emphasize learning competencies and contextualization.

On the contrary, the three remaining indicators have slightly lower rating as Highly Competent. These include simplifying complex concepts ($M = 4.42$), using varied teaching methods and materials ($M = 4.40$), and encouraging critical thinking and creativity through discussions and activities ($M = 4.46$). This shows that teachers are capable of delivering lessons in clear, engaging ways that promote deeper understanding and student participation. The ratings in areas such as simplifying complex concepts and fostering critical thinking may suggest a need for ongoing development in instructional creativity, differentiation, and student-centered approaches. Large class sizes and limited instructional resources can hinder efforts to fully engage students in critical thinking activities or use diverse materials, which could explain the relatively lower scores in those areas. Teaching strategies that foster creativity, critical thinking, and a variety of learning experiences are crucial for preparing students for obstacles they may face in the real world, according to the OECD's Future of Education and Skills 2030 Report (2023).

Public school teachers often perform well in curriculum-aligned teaching tasks such as setting clear objectives and linking lessons to real-life situations, as required by lesson plan formats (like the Daily Lesson Log - DLL). However, teaching higher-order thinking skills (e.g., class discussions, inquiry-based learning) may be more challenging in crowded classrooms with limited access to updated instructional materials or training on student-led learning approaches.

Schools can promote peer coaching or lesson study programs, allowing teachers who are stronger in pedagogical areas to mentor others in designing more engaging and simplified instructional methods. The consistently high competence across indicators is encouraging and suggests that teacher education and supervisory mechanisms are effective in promoting clear instruction and curriculum relevance while The slightly lower scores on facilitating discussions and simplifying complex ideas imply a need for further teacher training on metacognition, differentiation, and student engagement strategies, such as project-based or inquiry-based learning.

The findings show that pedagogical competence among teachers is not only present but practiced with intentionality and depth. While there is room to further elevate certain areas into the "very highly competent", the present state reveals a teaching force that is both capable and conscientious—one that values clarity, real-world relevance, and the cultivation of student thinking. This is a solid

foundation on which to build future innovations in classroom instruction and professional development

Table 7

The Level of Teachers' Competence in terms of Personal Competence

Indicators	Mean	SD	VI
As a teacher, I...			
1.maintain professionalism and strong communication with students, colleagues, and parents.	4.61	0.53	VHC
2. maintain a positive, respectful classroom atmosphere for inclusive learning.	4.56	0.52	VHC
3. show self-awareness by identifying strengths and areas for growth as an educator.	4.54	0.54	VHC
4. encourage students to embrace growth mindset and lifelong learning.	4.63	0.51	VHC
5. maintain high ethical standards and follow the school's code of conduct consistently.	4.57	0.53	VHC
Overall	4.58	0.44	VHC

Legend: 4.50-5.00- Very Highly Competent (VHC), 3.50-4.49- Highly Competent (HC), 2.50-3.49- Moderately Competent (MC), 1.50-2.49- Slightly Competent (SC), 1.00-1.49- Not at all Competent (NC)

Table 7 summarizes the results on the level of teachers' competence in terms of personal competence. The data shows an overall mean of 4.58 and a standard deviation of 0.44, which indicates that teachers are Very Highly Competent (VHC) in this domain.

This means that teachers consistently demonstrate strong ethical conduct, professional behavior, and the ability to connect positively with students and school stakeholders.

Moreover, the statement with the highest mean score was observed in "encouraging students to embrace a growth mindset and lifelong learning," suggesting that teachers not only teach content but also promote student motivation and resilience. In many Filipino schools, the values of respect, professionalism, and moral behavior are deeply embedded in both teacher training and school culture. Teachers are expected by society to maintain morally upright behavior since they are viewed as moral role models. This is consistent with recent research by Burnette et al. (2021), which highlighted that students are more likely to persevere through difficulties and take charge of their education when teachers actively encourage a growth mindset.

Similarly, high mean scores in maintaining professionalism and communication (4.61) and fostering a respectful classroom environment (4.56) reflect teachers' commitment to creating supportive and inclusive spaces. Teachers who model polite communication and maintain strong interpersonal values have a beneficial impact on classroom dynamics and students' well-being, according to the OECD's 2023 "Teaching for the Future" report. Additionally, these techniques help create learning settings that are more emotionally secure and equal.

Teachers also demonstrated a strong capacity for self-awareness (4.54)—recognizing their own areas for growth. The high score on self-awareness suggests that teachers are reflective practitioners who are aware of their strengths and areas for improvement—an important component of emotional intelligence and career maturity. The mean score of 4.57 in maintaining high ethical standards further supports the idea that teachers take their responsibilities seriously, not just academically, but ethically and professionally as well. Very high personal competence among teachers' builds trust with students, parents, and colleagues, making teachers more effective not only in instruction but also in mentorship, leadership, and community engagement.

The results suggest that teachers are not only knowledgeable and skilled but also well-rounded in their personal attributes—demonstrating professionalism, ethical responsibility, emotional

intelligence, and a commitment to lifelong learning. Schools with clear codes of conduct, strong leadership, and collaborative atmospheres may naturally promote high levels of personal competence. In these kinds of settings, teachers often reflect the professionalism and respect of the company culture. These attributes are becoming more and more acknowledged in worldwide teacher competency frameworks and are essential in the rapidly changing educational landscape of today (UNESCO, 2022).

Table 8*The Level of Teachers' Competence in terms of Social Competence*

Indicators	Mean	SD	VI
As a teacher, I...			
1.foster positive student relationships for a supportive classroom atmosphere.	4.62	0.53	VHC
2. resolve student conflicts fairly and constructively.	4.73	0.55	VHC
3. collaborate with colleagues to support a positive school community.	4.57	0.52	VHC
4. welcome feedback to improve interactions with students, parents, and colleagues.	4.59	0.53	VHC
5. show respect for the diverse backgrounds of my students	4.76	0.55	VHC
Overall	4.65	0.88	VHC

Legend: 4.50-5.00- Very Highly Competent (VHC), 3.50-4.49- Highly Competent (HC), 2.50-3.49- Moderately Competent (MC), 1.50-2.49- Slightly Competent (SC), 1.00-1.49- Not at all Competent (NC)

Table 8 presents the level of teachers' competence in terms of social competence. As shown in the table, the overall mean of 4.65 and SD of 0.88 indicated that the respondents demonstrated a very highly competent in this domain. This shows a strong collective ability among teachers to foster meaningful interactions with students, colleagues, and parents, which is essential for a healthy and productive learning environment.

The statement with the highest mean was "show respect for the diverse backgrounds of my students" with a mean of 4.76, suggesting that inclusivity and cultural responsiveness are well-practiced values among the teachers. Teachers are usually expected to set an example of moral behavior and social graces. Programs like Edukasyon sa Pagpapakatao (EsP) and the national curriculum encourage inclusivity, equity, and empathy. Culturally responsive instruction is essential in diverse classrooms because it fosters fairness, respect, and academic achievement for every student, claims Gay (2021).

Teachers also scored highly in resolving student conflicts fairly ($M = 4.73$) and fostering positive student relationships ($M = 4.62$), reflecting their role as not just content deliverers, but also as social-emotional guides and mentors. According to Jones et al. (2022), instructors who foster positive relationships with their students help them behave better, be more engaged, and be more emotionally resilient.

In addition, Very Highly Competent interpretations were given to collaboration with colleagues ($M = 4.57$) and welcoming feedback from various stakeholders ($M = 4.59$). These practices support the development of a collegial and reflective school culture. Collaborative school cultures—where teamwork, peer mentoring, and shared leadership are practiced—can enhance social competence. In such settings, teachers naturally become more adept at managing interpersonal relationships and providing support within their community.

In Philippine educational settings, it is common for teachers to handle student disputes directly rather than escalating immediately to administrators; be actively involved in community and school activities, increasing interaction with students and parents; and teach in multi-grade or mixed-ability classes, requiring strong communication and conflict-resolution skills. These everyday experiences reinforce the importance of social competence and explain the high levels reflected in the data.

Socially competent teachers foster safe and supportive classrooms, which are essential for emotional security, student engagement, and overall academic achievement. They serve as role models, teaching students how to manage interpersonal challenges, collaborate, and practice empathy—skills vital for both academic and life success. High levels of social competence among teachers contribute to stronger relationships with all stakeholders, which can reduce teacher burnout, increase job satisfaction, and foster positive school-community partnerships.

The findings show that teachers are highly skilled in creating inclusive, respectful, and collaborative learning spaces. They are not only sensitive to diversity and student needs but also open to feedback and committed to teamwork. Filipino culture emphasizes pakikisama (getting along with others) and respect for authority and diversity. These principles probably influence teachers' conduct and help explain the high level of social competence seen, particularly when it comes to encouraging inclusivity and harmony in the classroom.

Table 9*The Level of Teachers' Competence in terms of Professional Competence*

Indicators	Mean	SD	VI
As a teacher, I ...			
1. effectively demonstrate a strong grasp of the subject matter to students.	4.52	0.54	VHC
2. incorporate new educational practices and trends into my teaching.	4.41	0.57	HC
3. use technology and tools to improve learning and engage students.	4.58	0.56	VHC
4. show dedication to continuous professional growth.	4.52	0.56	VHC
5. continuously improve teaching practices through self-assessment and reflection.	4.68	0.57	VHC
Overall	4.49	0.47	HC

Legend: 4.50-5.00- Very Highly Competent (VHC), 3.50-4.49- Highly Competent (HC), 2.50-3.49- Moderately Competent (MC), 1.50-2.49- Slightly Competent (SC), 1.00-1.49- Not at all Competent (NC)

Table 9 displays the level of teachers' professional competence with the overall mean of 4.49 and standard deviation of 0.47 which is interpreted as Highly Competent. This reflects a strong and consistent commitment among the respondents to their professional responsibilities and continuous growth, although there is a slight gap remains to reach the Very Highly Competent level overall.

Moreover, the statement "I continuously improve teaching practices through self-assessment and reflection", received the highest mean score of 4.68 indicated as Very Highly Competent. This suggests that teachers are highly reflective and engaged in self-evaluation, which is a key component of effective teaching. The high rating for continuous improvement through self-assessment (4.68) reflects a culture of personal accountability and lifelong learning, which may be fostered by systems like the Philippine Professional Standards for Teachers (PPST) and the RPMS-PPST performance review system.

High ratings were also observed in using technology and tools to enhance learning ($M = 4.58$, VHC), which shows that teachers are keeping pace with modern instructional methods. This is aligned with the post-pandemic shift towards blended and digital learning. The high scores in content mastery, technology integration, and self-reflection suggest that teachers are confident in the essential, day-to-day professional expectations of their roles. Teachers also showed strong competence in demonstrating subject matter knowledge ($M = 4.52$) and dedication to professional growth ($M = 4.52$), both interpreted as Very Highly Competent. These findings reflect the growing emphasis on teachers being not just content experts but also lifelong learners.

Almost all indicators have high mean score and have Very Highly Competent (VHC) verbal interpretation, except to one statement "I incorporate new educational practices and trends into my teaching", which was rated with mean of 4.41 and SD of 0.57 which was interpreted as Highly Competent (HC), though still high. This may reflect the challenge teachers face in adapting to ever-

evolving pedagogical innovations, especially with limited time or support. The lower rating for integrating new educational practices may indicate limited access to updated training or professional development, especially in schools with fewer resources. This could also reflect hesitancy or lack of support in experimenting with non-traditional methods like gamification, blended learning, or flipped classrooms.

In the Philippine education system, teachers are generally adept in foundational aspects of teaching, including subject matter expertise, ethics, and basic classroom technology. However, continuous access to innovative teaching strategies and global best practices is not always equitable, especially in remote or under-resourced schools. Many in-service trainings focus more on compliance (e.g., lesson planning and administrative duties) than pedagogical innovation or 21st-century teaching trends and internet access and infrastructure still limit full adoption of newer teaching methods and tools in some areas.

The results summarized that teachers are highly committed to professional excellence. They demonstrate strong content knowledge, effectively use technology, and are dedicated to continuous self-improvement. While most are already integrating new practices, additional support in professional development may help push the overall competence level from "high" to "very high."

Teachers are already showing high commitment to growth; investing in collaborative learning communities, coaching programs, or professional learning communities (PLCs) can help bridge the gap in innovation. They also need ongoing training in contemporary methodologies—including inquiry-based learning, differentiated instruction, and integrative STEM/STEAM education—to elevate this aspect of competence.

Table 10
Summary Tables for the Level of Teachers' Competence

Indicators	Mean	SD	VI
1. Pedagogical Competence	4.49	0.59	HC
2. Personal Competence	4.58	0.44	VHC
3. Social Competence	4.65	0.88	VHC
4. Professional Competence	4.49	0.47	HC
Overall	4.55	0.44	VHC

Legend: 4.50-5.00- Very Highly Competent (VHC), 3.50-4.49- Highly Competent (HC), 2.50-3.49- Moderately Competent (MC), 1.50-2.49- Slightly Competent (SC), 1.00-1.49- Not at all Competent (NC)

Table 10 summarizes the level of teachers' competence across four key domains: Pedagogical, Personal, Social, and Professional Competence. The overall mean score is 4.55, with a standard deviation of 0.44, falling under the category of Very Highly Competent (VHC). The findings signify that teachers exhibit a very high level of competence in fulfilling their complex professional roles, contributing meaningfully to quality education.

The highest mean score is recorded under Social Competence ($M = 4.65$, $SD = 0.88$), indicating that teachers are highly effective in establishing positive relationships, collaborating with peers, engaging with students, and participating in school and community activities. This implies that teachers excel in interpersonal relationships—collaborating with colleagues, engaging with students, and communicating effectively with stakeholders. This corroborates Zhang's (2021) findings, which highlighted how social competence improves classroom management, communication, and collaboration—all of which are critical components of a successful learning environment.

Personal Competence follows with a mean score of 4.58 ($SD = 0.44$), also rated as Very Highly Competent (VHC). This dimension reflects teachers' emotional intelligence, self-discipline, motivation, and moral integrity. Teachers demonstrate strong values, self-discipline, and a commitment to personal

and professional growth. Personal values and professionalism could be a strong emphasis in the school or district's culture.

Pedagogical Competence and Professional Competence got the lowest mean both scored 4.49, with verbal interpretations of Highly Competent (HC). These scores reflect the teachers' solid command of subject matter, instructional planning, and assessment strategies, along with adherence to professional standards and continuous development. This implies that teachers are highly capable of planning and delivering instruction, assessing learning, and managing classrooms. While rated "highly competent," this area scored slightly lower than others, implying room for enhancement in teaching strategies, curriculum integration, or learner-centered techniques. There may be limitations in instructional resources or training on innovative pedagogies. Teachers may be more experienced in traditional methods than in modern or tech-integrated pedagogy.

The results of the study reveal that teachers possess a generally high level of competence, with all areas rated as either highly or very highly competent. Among the four components, personal competence and social competence received the highest mean scores and were categorized as very highly competent. This implies that teachers are perceived to have strong self-awareness, emotional stability, ethical integrity, and the ability to maintain positive interpersonal relationships. These attributes are essential in fostering a respectful and inclusive classroom environment, and their strong manifestation may be attributed to the interpersonal nature of teaching, which constantly requires empathy, adaptability, and collaboration with students, parents, and colleagues. Additionally, cultural expectations and the relational context of education may place high value on these traits, thereby encouraging teachers to develop and exhibit them consistently. In contrast, pedagogical competence and professional competence were rated as highly competent, indicating solid but slightly less pronounced strength in these areas. This could suggest that while teachers are proficient in subject knowledge, instructional strategies, and professional development, there may still be variability in the consistent application of advanced teaching methods, curriculum innovations, or ongoing professional learning. External factors such as limited access to training resources, evolving curriculum standards, and classroom constraints may impact the full demonstration of pedagogical and professional competencies. These results highlight the need for continued support and investment in pedagogical training and professional growth opportunities to ensure that all aspects of teacher competence are developed to the highest possible level.

Overall, it demonstrates that teachers possess a very high level of competence across personal, social, pedagogical, and professional domains. These results emphasize that well-rounded teacher competence is critical to effective instruction, positive school culture, and sustained educational success.

Teacher's Professional Disposition

The following tables show the level of the teachers' professional disposition.

Table 11

The Level of Teachers' Professional Disposition in terms of Social Justice and Equity

Indicators	Mean	SD	VI
As a teacher, I ...			
1.implement inclusive teaching practices and adapt localized materials to cater my students' needs.	4.36	0.58	HM
2. collaborate with families and communities to aid student growth.	4.35	0.57	HM
3. ensure all students have the opportunity to succeed	4.54	0.56	VHM
4. engage students in projects challenging oppression and injustice with critical thinking.	4.35	0.58	HM
5. incorporate diverse curriculum reflecting marginalized groups.	4.47	0.57	HM

Overall	4.41	0.71	HM
Legend: 4.50-5.00- Very Highly Manifested (VHM), 3.50-4.49- Highly Manifested (HM), 2.50-3.49- Moderately Manifested (MM), 1.50-2.49- Slightly Manifested (SM), 1.00-1.49- Not at all Manifested (NM)			

The data presented in Table 11 illustrates the level of teachers' professional disposition in relation to social justice and equity. This dimension encompasses educators' attitudes, beliefs, and behaviors that promote fairness, inclusion, and respect for diversity within the educational environment. The overall mean of 4.41 and standard deviation of 0.71, with a verbal interpretation of Highly Manifested (HM), suggest that teachers demonstrate a consistently high level of commitment to equitable and socially just educational practices.

Among the specific indicators, the highest-rated statement was "I ensure all students have the opportunity to succeed" (M = 4.54, SD = 0.56), which received a Very Highly Manifested interpretation. This reflects teachers' strong dedication to creating equitable learning conditions where every student, regardless of background, is supported toward academic and personal success. Teachers are likely more comfortable and experienced with broad equitable teaching, such as giving fair treatment and supporting all learners, but may be less familiar or less confident in facilitating activities that critically challenge systems of injustice or marginalization.

The remaining indicators, while all falling within the Highly Manifested range, point to areas where more consistent or strong implementation may be needed. For instance, implementing inclusive teaching practices and adapting localized materials (M = 4.36), and collaborating with families and communities to aid student growth (M = 4.35) suggest a positive orientation toward culturally responsive pedagogy and stakeholder engagement. Professional development in many schools emphasizes technical competencies (lesson planning, curriculum standards, assessment) but not always culturally responsive pedagogy or social justice education. Particularly in conservative or homogeneous school settings, educators may feel unqualified to facilitate conversations about privilege, discrimination, or oppression.

Notably, the indicator "engaging students in projects that challenge oppression and injustice through critical thinking" received one of the lower mean scores (M = 4.35), despite its importance in developing students' critical consciousness. The modest score may reflect a hesitancy among teachers to tackle potentially controversial or sensitive topics in class, possibly due to a lack of training, institutional support, or fear of backlash. It underscores the need for professional development programs that help teachers feel equipped to integrate social justice themes in ways that are age-appropriate and contextually relevant.

In the Philippine educational context, public schools often serve ethnically and socioeconomically diverse populations, including indigenous learners (IPs), and children with disabilities. Teachers may already be practicing basic inclusivity (e.g., differentiated instruction), but without consciously framing their work in terms of social justice or equity. Topics like gender, systemic inequality, and political issues are often considered sensitive or controversial in school settings, discouraging critical discussion. DepEd mandates such as the Indigenous Peoples Education (IPEd) Program and gender and development (GAD) policies exist but are inconsistently applied across regions.

Based on the results, it is implied that there is a need to enrich the curriculum with materials from marginalized voices and local communities. This helps students connect learning with real-world issues and broadens their perspectives. Schools should establish clear equity-focused programs and support teacher efforts through resources, time for community collaboration, and leadership encouragement. Teachers need both permission and protection to address sensitive topics. Creating safe professional spaces where educators can reflect on bias, privilege, and identity is crucial for deeper engagement in social justice.

The overall high level of manifestation in this area is encouraging, especially in light of global educational goals such as SDG 4: Quality Education, which emphasizes inclusivity, equity, and lifelong learning opportunities for all (UNESCO, 2023). Continued emphasis on these values is essential for

preparing students not only to succeed academically, but also to become active, informed citizens in a diverse and democratic society.

Table 12*The Level of Teachers' Professional Disposition in terms of Collaboration*

Indicators	Mean	SD	VI
As a teacher, I ...			
1.coordinate teaching duties, adapt strategies for diverse student needs.	4.46	0.56	HM
2. contribute ideas to improve school effectiveness.	4.42	0.59	HM
3. assess issues, analyze data, and make changes in practice.	4.39	0.58	HM
4. recognize teamwork's value in resolving conflicts by seeking consensus.	4.46	0.57	HM
5. regularly meet to discuss student data, curriculum, instruction, assessment, and share resources.	4.56	0.52	VHM
Overall	4.46	0.63	HM

Legend: 4.50-5.00- Very Highly Manifested (VHM), 3.50-4.49- Highly Manifested (HM), 2.50-3.49- Moderately Manifested (MM), 1.50-2.49- Slightly Manifested (SM), 1.00-1.49- Not at all Manifested (NM)

Table 12 presents the level of teachers' professional disposition in relation to collaboration. The overall mean score of 4.46, with a standard deviation of 0.63, falls under the verbal interpretation of Highly Manifested (HM). This indicates that teachers consistently demonstrate collaborative behaviors in their professional duties, although there is still potential to further enhance these practices.

The statement, "I regularly meet to discuss student data, curriculum, instruction, assessment, and share resources" ($M = 4.56$, $SD = 0.52$), which was rated as Very Highly Manifested (VHM), had the highest mean score. Teachers place strong emphasis on structured, data-driven collaboration—a practice that has been widely recognized in contemporary research as essential for improving student achievement and refining instructional strategies. Professional Learning Communities (PLCs), where educators regularly cooperate and exchange best practices, are one of the most successful models for long-term school reform, claim DuFour and Fullan (2020).

The remaining indicators—such as coordinating teaching duties and adapting strategies for diverse student needs ($M = 4.46$), contributing ideas to improve school effectiveness ($M = 4.42$), and recognizing the value of teamwork in resolving conflicts through consensus ($M = 4.46$)—also fall under the Highly Manifested category. According to Hargreaves and O'Connor (2018), these findings demonstrate instructors' receptivity to shared accountability and group decision-making, which reflects the growing trend away from solitary instruction and toward more collaborative professionalism.

Additionally, the indicator "assess issues, analyze data, and make changes in practice" had the lowest mean of 4.39, suggests that while teachers are utilizing reflective and analytical approaches in collaboration, this area may benefit from more structured support and capacity-building.

Generally, the results are influenced by having the teachers often face heavy workloads, limiting time for meaningful collaboration. Time to reflect on data, co-develop strategies, or engage in professional dialogue is often squeezed by administrative tasks or large class sizes. The slightly lower scores for items related to data analysis and change implementation may reflect that while teachers are comfortable working together, they may need more support or training in using data meaningfully to inform instruction.

Schools in the Philippines commonly implement School Learning Action Cells (SLAC sessions), which are designed for teacher collaboration, peer mentoring, and reflective practice. However, SLACs are not always fully utilized for strategic planning or instructional improvement. In some cases, they are treated as compliance rather than deep professional learning opportunities. Teachers may collaborate for events, programs, and activities but may collaborate less on instructional planning,

data interpretation, or research-based interventions—especially in resource-constrained settings.

It generally implied that school heads and master teachers should model collaborative leadership, fostering a culture where teachers are empowered to lead initiatives, make joint decisions, and reflect together on outcomes. Teachers would benefit from training in collaborative protocols, data-driven dialogue, and strategic instructional planning to increase the quality and impact of collaboration.

Table 13

The Level of Teachers' Professional Disposition in terms of Critical Thinking

Indicators	Mean	SD	VI
As a teacher, I ...			
1. effectively demonstrate a strong grasp of the subject matter to students.	4.43	0.56	HM
2. incorporate new educational practices and trends into my teaching.	4.46	0.57	HM
3. use technology and tools to improve learning and engage students.	4.48	0.58	HM
4. show dedication to continuous professional growth.	4.36	0.62	HM
5. continuously improve teaching practices through self-assessment and reflection.	4.42	0.58	HM
Overall	4.42	0.48	HM

Legend: 4.50-5.00- Very Highly Manifested (VHM), 3.50-4.49- Highly Manifested (HM), 2.50-3.49- Moderately Manifested (MM), 1.50-2.49- Slightly Manifested (SM), 1.00-1.49- Not at all Manifested (NM)

Table 13 presents data on the professional disposition of teachers in relation to critical thinking with an overall mean rating of 4.42 and standard deviation of 0.48, which corresponds to the verbal interpretation of Highly Manifested (HM). This suggests that teachers regularly exhibit critical thinking behaviors in their professional practices.

Each of the five indicators assessed falls within the Highly Manifested range, reflecting a consistent application of critical thinking skills in diverse professional contexts. Notably, the highest mean score (4.48) was observed in the statement: "I use technology and tools to improve learning and engage students." This reflects teachers' adaptive and analytical use of technology, a practice that is increasingly essential in 21st-century education. Kivunja (2020) asserts that technological fluency and critical thinking work hand in hand, empowering teachers to use and use digital resources in ways that improve learning outcomes and student engagement.

The statements "incorporate new educational practices and trends into my teaching" ($M = 4.46$) and "demonstrate a strong grasp of the subject matter to students" ($M = 4.43$) further reinforce the idea that teachers are engaging with current pedagogical knowledge and continuously integrating it into their instructional strategies. This aligns with the findings of Darling-Hammond et al. (2021), who emphasized that educators' ability to synthesize and apply new ideas is central to pedagogical innovation and student achievement.

Interestingly, the indicator with the lowest mean of 4.36 pertains to "showing dedication to continuous professional growth." While still rated as Highly Manifested, this suggests a possible area for further development. This may reflect challenges such as limited access to professional development opportunities or competing time demands. OECD's Teaching and Learning International Survey (TALIS, 2022) noted similar trends, identifying professional growth as an area where many teachers express a desire for more systemic support.

Generally, the results are derived due to the reasons of some reflective practices (e.g., lesson observation, portfolio writing) may be viewed as compliance tasks, rather than opportunities for critical, transformative learning. While teachers are eager to adopt new trends or tools, access to high-quality, research-informed training may be limited, especially in rural or under-resourced schools. This limits their ability to apply critical thinking rigorously and consistently. While teachers report using technology, it may be used primarily for engagement and content delivery, rather than for promoting

higher-order thinking, analysis, or inquiry-based learning among students.

The Department of Education emphasizes critical thinking skills development among learners, especially through programs like the K–12 curriculum and the Most Essential Learning Competencies (MELCs). However, teacher preparation and continuing professional development (CPD) often focus more on content knowledge and classroom management than on advanced pedagogical reflection or critical inquiry. Teachers in public schools face large class sizes and high administrative workloads, which may limit time for deeper reflection, planning, and innovation.

Based on the results, it is implied that it is important to encourage teachers to read, evaluate, and apply educational research to their classroom practices. This can build analytical capacity and foster a more evidence-informed teaching culture. School leaders should support a culture where teachers feel safe to try new strategies, reflect on failures, and share insights collaboratively—key practices that drive critical thinking and continuous improvement. Provide teachers with tools and training that connect technology use with pedagogical goals, especially those that encourage critical thinking, student-led inquiry, and problem-solving.

The role of teachers as critical thinkers becomes increasingly vital. Strengthening this through continuous training, mentoring, and professional collaboration will help educators remain adaptable, responsive, and innovative.

Table 14

The Level of Teachers' Professional Disposition in terms of Reflective Teaching and Learning

Indicators	Mean	SD	VI
As a teacher, I ...			
1.analyze student data to identify strengths and weaknesses for instructional adjustments.	4.50	0.57	VHM
2. revise lesson plans and methods to enhance teaching effectiveness.	4.41	0.59	HM
3. seek feedback from peers, mentors, supervisors, and students for diverse teaching insights.	4.57	0.55	VHCM
4. conduct action research to address teaching challenges and find solutions.	4.15	0.80	HM
5. reflect on learning to set goals and action plans for applying new knowledge/skills in teaching or learning contexts.	4.43	0.63	HM
Overall	4.39	0.52	HM

Legend: 4.50-5.00- Very Highly Manifested (VHM), 3.50-4.49- Highly Manifested (HM), 2.50-3.49- Moderately Manifested (MM), 1.50-2.49- Slightly Manifested (SM), 1.00-1.49- Not at all Manifested (NM)

Table 14 reveals the level of professional disposition of teachers in terms of reflective teaching and learning.

As reflected in the table, it shows the overall mean of 4.39 and standard deviation of 0.52 which categorized as Highly Manifested (HM). This indicates that, generally, teachers in the study consistently engage in reflective practices, though there remains potential for growth toward a more "Very Highly Manifested" level of reflection.

The statement "I seek feedback from peers, mentors, supervisors, and students for diverse teaching insights" ($M = 4.57$, $SD = 0.55$), demonstrates teachers' openness to constructive input and their recognition of feedback as a tool for growth. The high rating suggests a school culture that encourages open dialogue and collegial support, which is a positive sign of professional maturity. Feedback is essential to reflective practice because it enables teachers to identify blind spots, assess their efficacy, and modify their methods in light of new data. Teachers also showed strong agreement with the item "I analyze student data to identify strengths and weaknesses for instructional adjustments" ($M = 4.50$; $SD=0.52$).

Teachers also showed strong agreement with the item “I analyze student data to identify strengths and weaknesses for instructional adjustments” ($M = 4.50$), reflecting a data-informed approach to teaching. Teachers often reflect informally through lesson adjustments and feedback-seeking, but may lack the training, time, or confidence to engage in systematic reflection such as action research. This is aligned with Danielson’s Framework for Teaching (2022), which underscores the importance of using assessment data to guide instruction and support diverse learner needs. Teachers who reflect on data can make more informed decisions, fostering greater student progress.

Meanwhile, items such as “I revise lesson plans and methods to enhance teaching effectiveness” ($M = 4.41$) and “I reflect on learning to set goals and action plans for applying new knowledge/skills” ($M = 4.43$) show that teachers engage in the iterative process of planning, implementing, and revising instruction. Reflective teaching is not only about self-evaluation, but also about actively improving practice to meet the evolving needs of learners.

Meanwhile, the item with the lowest mean score, “I conduct action research to address teaching challenges and find solutions” ($M = 4.15$), suggests a moderate engagement with more formalized and systematic forms of reflection such as action research. While action research is encouraged in theory its practical implementation may be hindered by time constraints, documentation burdens, or lack of mentoring.

In the assessed districts, Learning Action Cells (LACs) serve as a reflective space in their schools, but their implementation varies in depth and consistency. Many teachers are encouraged to revise lesson plans and analyze results based on Quarterly Assessments, which supports data-informed teaching. However, the culture of teacher-led research or systematic reflective teaching is still emerging and may need more advocacy, mentorship, and incentives. Based on the results, it is implied that Teachers should be provided with training, tools, and mentoring on conducting small-scale action research projects. Recognition or rewards for quality research can also motivate engagement. Linking reflective practices with the Results-Based Performance Management System (RPMS) and professional development requirements can encourage deeper, more structured engagement. Encourage holistic reflection that goes beyond academic data—considering social-emotional learning, student engagement, classroom dynamics, and equity issues.

In order to maintain and improve these practices, it will be imperative to establish supportive school environments, access professional learning communities, and leadership that fosters reflective inquiry. Reflective educators are more capable of addressing the diverse requirements of students, advancing their practice, and making a significant contribution to the improvement of schools.

Table 15

The Level of Teachers’ Professional Disposition in terms of Lifelong Learning

Indicators	Mean	SD	VI
As a teacher, I ...			
1. assess my professional development engagement frequency and quality.	4.45	0.58	HM
2. evaluate teaching impact via feedback, data, and observations for student outcomes.	4.39	0.64	HM
3. explore new technologies and teaching methods to adapt to changing education landscapes.	4.35	0.62	HM
4. inspire pupils with flexibility, curiosity, and a love for learning.	4.52	0.57	VHM
5. regularly reflect on teaching methods, embrace change, and apply new insights for better instruction.	4.45	0.56	HM
Overall	4.43	0.50	HM

Legend: 4.50-5.00- Very Highly Manifested (VHM), 3.50-4.49- Highly Manifested (HM), 2.50-3.49- Moderately Manifested (MM), 1.50-2.49-

Slightly Manifested (SM), 1.00-1.49- Not at all Manifested (NM)

Table 15 summarizes the level of teachers' professional disposition in terms of lifelong learning.

As shown in the table, the overall mean and SD is 4.43 and 0.50, respectively, which indicated as Highly Manifested (HM). The data indicate that teachers actively engage in lifelong learning, although the degree of manifestation varies slightly depending on the specific practice.

The statement, "I inspire pupils with flexibility, curiosity, and a love for learning" ($M = 4.52$, $SD = 0.57$), which was interpreted as Very Highly Manifested (VHM), got the highest mean score. The highest-rated indicator suggests that teachers see themselves as role models and aim to foster curiosity, adaptability, and growth mindset in students. Recent literature affirms this practice. Other indicators such as assessing the frequency and quality of professional development engagement ($M = 4.45$), reflecting on teaching and applying new insights ($M = 4.45$), and evaluating teaching impact based on data and feedback ($M = 4.39$) all received ratings of Highly Manifested (HM). Teachers attend seminars, webinars, and workshops, but may lack structured reflection or follow-up, making it harder to internalize and apply learning consistently. While some teachers are reflective, the tools, time, or formal mechanisms to support reflection and the integration of new insights are not always consistently implemented.

The indicator "I explore new technologies and teaching methods to adapt to changing education landscapes" ($M = 4.35$) also received an HM rating, suggesting that while teachers are adapting to educational trends and innovations, this area could be further strengthened. In today's rapidly evolving digital age. Teachers are making efforts to adapt to changing educational landscapes (e.g., EdTech, blended learning), but varying access to resources or training quality may affect confidence and consistency. Koehler, Mishra, and Cain (2020) emphasize that the integration of technology and pedagogical content knowledge (TPACK) is crucial for maintaining effective and relevant teaching strategies. This reinforces the importance of targeted training in tech integration as part of teachers' lifelong learning journeys. Lifelong learning is emphasized in the Philippine Professional Standards for Teachers (PPST) and supported through DepEd's CPD initiatives.

However, due to teacher workload, internet limitations, or underfunded training programs, some educators may have limited access to high-quality, relevant, and sustained professional development. Filipino teachers often pursue graduate studies or attend seminars for rank promotion, but these may not always translate into classroom-level transformation unless followed by reflection or coaching. Teachers are inclined to lifelong learning, especially when it comes to motivating students and reflecting back on their work. Nonetheless, there is still opportunity to foster the regular use of innovative methods and new technology.

Table 16

Summary Tables for the Level of Teachers' Professional Disposition

Indicators	Mean	SD	VI
1. Social Justice and Equity	4.41	0.71	HM
2. Collaboration	4.46	0.63	HM
3. Critical Thinking	4.42	0.48	HM
4. Reflective Teaching and Learning	4.39	0.52	HM
5. Lifelong Learning	4.43	0.50	HM
Overall	4.43	0.46	HM

Legend: 4.50-5.00- Very Highly Manifested (VHM), 3.50-4.49- Highly Manifested (HM), 2.50-3.49- Moderately Manifested (MM), 1.50-2.49- Slightly Manifested (SM), 1.00-1.49- Not at all Manifested (NM)

Table 16 presents the summary of the level of teachers' professional disposition, encompassing five essential domains: Social Justice and Equity, Collaboration, Critical Thinking, Reflective Teaching and Learning, and Lifelong Learning. The overall mean score of 4.43 with a standard deviation of 0.46 falls under the interpretation of Highly Manifested (HM). This result indicates that teachers consistently demonstrate professional attitudes, values, and beliefs that support ethical and effective practice across diverse learning environments.

Among the five indicators, Collaboration ($M = 4.46$) received the highest mean score. This suggests that teachers actively engage in professional teamwork, value shared decision-making, and work collectively toward improving student outcomes. Teachers actively engage with peers, students, and the community, reflecting a strong culture of teamwork and shared responsibility. This finding is supported by Vangrieken et al. (2017), who emphasized that collaborative cultures foster sustained instructional improvement and increase teacher satisfaction and retention.

Lifelong Learning ($M = 4.43$) and Critical Thinking ($M = 4.42$) also received relatively high scores, highlighting that teachers are committed to continuously developing their competencies and engaging in reflective inquiry. Teachers are committed to continuous professional growth and keeping up with current trends in education. Teachers show consistent use of analysis, evaluation, and logical reasoning in their professional judgment and instructional decisions. According to Avalos (2022), lifelong learning is a key element of teacher professionalism, enabling educators to adapt to educational reforms and evolving student needs.

Social Justice and Equity ($M = 4.41$), while still categorized as Highly Manifested, had the lowest mean among the dimensions. Teachers value fairness, inclusivity, and diversity in educational practices, ensuring all students are treated equitably, however, this may indicate a need for more structured training and curriculum development that promotes diversity, equity, and inclusion.

Generally, there are possible reasons of having such rating of Highly Manifested. As professional standards and expectations in education evolve, teachers may be aware that full manifestation of these traits is an ongoing process, especially with emerging pedagogical demands (e.g., technology integration, inclusion practices, etc.). Teachers might rate themselves conservatively, aware that there is always room for improvement and continuous learning. Factors such as limited resources, time constraints, large class sizes, or institutional support may hinder teachers from fully maximizing their professional disposition.

The results suggest that teachers demonstrate a well-balanced and highly manifested level of professional disposition across all measured dimensions. The emphasis on collaboration, critical thinking, and lifelong learning indicates a workforce that is committed to growth, professional discussion, and evidence-informed practice.

Teacher's Professional Growth

The following tables show the level of the teachers' professional growth.

Table 17

The Level of Teachers' Professional Growth in terms of Continuing Professional Development (CPD)

Indicators	Mean	SD	VI
As a teacher, I ...			
1.attend workshops to stay updated on education policy, pedagogy, and student needs, adjusting teaching methods accordingly.	4.37	0.63	HD
2. collaborate with peers builds networks, shares practices, and learns from each other.	4.39	0.62	HD
3. pursue postgraduate degrees or certifications to enhance expertise.	4.12	0.82	HD
4. build confidence in teaching that can boost job satisfaction and motivation.	4.38	0.62	HD

5. use digital tools to enhance teaching and learning experiences.	4.34	0.63	HD
Overall	4.32	0.55	HD

Legend: 4.50-5.00- Very Highly Developed (VHD), 3.50-4.49- Highly Developed (HD), 2.50-3.49- Moderately Developed (MD), 1.50-2.49- Slightly Developed (SD), 1.00-1.49- Not at all Developed (ND)

Table 17 presents teachers' perceptions of their engagement in Continuing Professional Development (CPD) as a dimension of professional growth. The results revealed that this domain categorized as Highly Developed ($M=4.32$; $SD=0.55$). Based on the results, teachers may regularly participate in various CPD activities and recognize its value in enhancing their teaching practice, professional knowledge, and personal growth.

"I collaborate with peers to build networks, share practices, and learn from each other" ($M = 4.39$) is the indicator with the highest mean score. This highlights the strong emphasis that teachers place on collaborative learning. Teachers increasingly seek support and shared experiences from colleagues to improve instructional strategies and maintain motivation.

Closely following is "I build confidence in teaching that can boost job satisfaction and motivation" ($M = 4.38$), emphasizing the link between professional development and teacher self-efficacy. CPD contributes positively to teachers' motivation and teaching identity. When teachers feel competent and equipped, they are more likely to remain committed and inspired in their roles.

Meanwhile, the item with the lowest score is "*I pursue postgraduate degrees or certifications to enhance expertise*" ($M = 4.12$), though still rated Highly Developed. This may reflect practical constraints such as time, finances, or access, which often limit formal academic advancement despite its recognized importance. Finally, participation in workshops and seminars ($M = 4.37$) demonstrates that teachers are making efforts to stay current with evolving policies and practices in education. According to Darling-Hammond et al. (2017), effective CPD programs must be ongoing, collaborative, and content-focused, which supports the direction teachers in this study are taking.

In the Philippines, CPD is a requirement for PRC license renewal. Many teachers attend workshops, training, and seminars to comply with this mandate, contributing to the overall high level of CPD engagement. Pursuing postgraduate degrees remains less developed likely due to financial constraints, time limitations, and lack of institutional support. While valued, this pathway is less accessible for many public school teachers. The use of digital tools is developing steadily, especially following the pandemic-induced digital shift. However, many teachers are still in the adaptation phase, learning to fully integrate tech meaningfully into instruction.

Based on the results, it is implied to move from compliance-based CPD to results-driven and needs-based development. Focus on long-term impact, classroom application, and student outcomes. CPD must include ongoing, differentiated ICT training to deepen teachers' digital pedagogical skills and confidence, especially with emerging tools (AI, LMS platforms, online assessments). Encourage reflective practice where teachers assess the usefulness of their CPD experiences. This helps shift the focus from mere attendance to actual transformation of teaching practices.

Table 18

The Level of Teachers' Professional Growth in terms of Mentoring

Indicators	Mean	SD	VI
As a teacher, I ...			
1.share teaching skills and resources to improve mentees' classroom management.	4.51	0.61	VHD
2. demonstrate professionalism, ethics, and a passion for learning to be a positive role model.	4.43	0.54	HD
3. guide mentees in self-assessment and setting growth objectives.	4.40	0.63	HD

4. receive positive feedback on school work impact.	4.46	0.58	HD
5. trust, respect, mutual support in school.	4.56	0.58	VHD
Overall	4.47	0.51	HD

Legend: 4.50-5.00- Very Highly Developed (VHD), 3.50-4.49- Highly Developed (HD), 2.50-3.49- Moderately Developed (MD), 1.50-2.49- Slightly Developed (SD), 1.00-1.49- Not at all Developed (ND)

The results in Table 18 indicate that teachers demonstrate a high level of professional growth in terms of mentoring, with an overall mean of 4.47 (SD = 0.51), interpreted as Highly Developed (HD), indicating a consistent perception of effective mentoring practices among teachers. Teachers are actively engaged in mentoring practices, which include sharing teaching strategies, modelling professionalism, guiding mentees in goal setting, and fostering a collaborative school culture.

The highest-rated indicators are sharing teaching skills and resources (M = 4.51) and trust, respect, and mutual support in school (M = 4.56), both of which are rated Very Highly Developed (VHD). Teachers actively share expertise to support mentees' practical teaching needs. These suggest that teachers actively engage in collegial collaboration and foster positive, supportive relationships—key elements of effective mentoring and a strong professional culture and collegial support system are evident. Hudson (2022) highlights that mentoring enhances both mentor and mentee growth by fostering collaboration, reflective practices, and the exchange of instructional strategies. Similarly, it is found that mentoring contributes to teacher retention, improved teaching practices, and a stronger school culture, aligning with the high ratings for sharing skills and mutual support.

Additionally, mentoring is not just about skill transfer but also about modeling values and reflective practice. The high ratings for guiding mentees in self-assessment (M = 4.40) and demonstrating professionalism (M = 4.43), align with the findings of Kutsyruba et al. (2020), who emphasized that mentoring promotes ethical awareness and continuous professional growth. The result implies that teachers are recognized role models, though some may not fully embody mentorship consistently.

The Department of Education (DepEd) institutionalized LAC sessions that promote collaborative mentorship, lesson sharing, and peer feedback, contributing to the high levels of mentoring practice. Filipino teachers often look up to more senior educators or master teachers, but not all may be trained in coaching techniques or growth-oriented feedback. While informal mentorship booms, the lower scores on guiding self-assessment and goal-setting may suggest a need for more structured mentoring frameworks, particularly for new or struggling teachers. The data supports the idea that teachers are not only mentoring effectively but are also growing professionally through the process. These findings are well-supported by recent literature that highlights the reciprocal benefits of mentoring and its role in fostering a culture of continuous learning, mutual respect, and shared responsibility within educational institutions.

Table 19

The Level of Teachers' Professional Growth in terms of Reflective Practices

Indicators	Mean	SD	VI
As a teacher, I ...			
1. use journals or portfolios to record and evaluate teaching experiences and outcomes.	4.28	0.61	HD
2. set and review professional goals using self-assessment insights.	4.32	0.59	HD
3. collaborate with colleagues to improve strategies through discussions.	4.45	0.61	HD
4. seek and incorporate feedback from peers, and administrators	4.38	0.61	HD
5. evaluate and adjust development plans according to insights, setting growth priorities.	4.39	0.59	HD

Overall	4.36	0.52	HD
Legend: 4.50-5.00- Very Highly Developed (VHD), 3.50-4.49- Highly Developed (HD), 2.50-3.49- Moderately Developed (MD), 1.50-2.49- Slightly Developed (SD), 1.00-1.49- Not at all Developed (ND)			

Table 19 reflects a consistently high level of professional growth among teachers in terms of reflective practices, with all statements receiving a Highly Developed (HD) verbal interpretation and mean scores ranging from 4.28 to 4.45. This suggests that teachers are regularly engaging in reflective activities that support their ongoing improvement, both individually and collaboratively.

The highest-rated statement—collaborating with colleagues to improve strategies through discussions (M = 4.45)—highlights the importance of reflective dialogue in professional development. The use of journals and portfolios (M = 4.28) and self-assessment for goal-setting (M = 4.32) indicates that teachers are engaging in personal reflection, a practice linked to increased self-awareness and instructional effectiveness. Larrivee (2020) emphasized that reflective dialogue among peers strengthens instructional decision-making and builds collective efficacy.

Moreover, the act of seeking and incorporating feedback from peers and administrators (M = 4.38) supports the idea of a growth mindset in teaching. According to York-Barr, Sommers, Ghere, & Montie (2016), feedback is most effective when it is embedded in a culture of trust and ongoing dialogue, which fosters a safe space for teachers to reflect and innovate.

Lastly, the ability to evaluate and adjust development plans based on reflection (M = 4.39) speaks to teachers' capacity for adaptive expertise—the ability to modify practices based on new insights, which is critical in dynamic classroom settings. This is echoed in the work of Danielson (2019), who highlights that reflective practice is a core component of effective teaching and is essential for continuous professional growth.

Public schools often promote Learning Action Cells (LACs), where teachers reflect as a group, rather than through isolated documentation like journals or portfolios. This explains the high rating on collaboration but slightly lower on individual tools like journals. Heavy workloads may limit the depth or frequency of reflection, particularly for time-intensive practices like journaling or portfolio development. The data reflects a positive feedback culture, where teachers value and act upon peer and administrative insights—aligned with communal norms in Filipino educational settings.

The findings show that teachers in the locale demonstrate highly developed reflective practices, especially in collaborative forms such as peer dialogue and feedback incorporation. While informal reflection is embedded in their practice, the relatively lower use of formal tools like journals suggests the need for more structured reflection systems. These results imply that teacher development programs should integrate formal reflective tools, promote peer collaboration, and allocate time for meaningful self-assessment, thereby elevating reflective practice from a passive habit to an active professional development strategy.

Table 20
The Level of Teachers’ Professional Growth in terms of Innovation

Indicators	Mean	SD	VI
As a teacher, I ...			
1.lead initiatives for educational changes in school/district.	4.17	0.69	HD
2. incorporate industry applications to link classroom learning with real-world scenarios.	4.27	0.65	HD
3. seek and apply innovative teaching methods proactively.	4.30	0.60	HD
4. engage in training on education methods, tech, trends.	4.34	0.64	HD
5. work with colleagues to share and implement classroom ideas.	4.44	0.60	HD

Overall	4.36	0.47	HD
Legend: 4.50-5.00- Very Highly Developed (VHD), 3.50-4.49- Highly Developed (HD), 2.50-3.49- Moderately Developed (MD), 1.50-2.49- Slightly Developed (SD), 1.00-1.49- Not at all Developed (ND)			

Table 20 displays a Highly Developed (HD) level of teachers’ professional growth in terms of innovation, with an overall mean score of 4.36 and standard deviation of 0.47

The findings revealed that teachers are actively embracing innovative practices, continuously enhancing their teaching through collaboration, professional development, and real-world integration.

The highest-rated item “working with colleagues to share and implement classroom ideas” (M = 4.44) highlights the importance of collaborative innovation, where new teaching strategies are developed and applied collectively. Collaboration is a strong suit—likely nurtured by a culture of sharing in many Filipino schools. Teachers also show strong engagement in training on new educational methods, technologies, and trend (M = 4.34), which is essential in today’s rapidly changing educational landscape. Teachers actively participate in upskilling but might face limitations in access or implementation support.

Additionally, the high rating for proactively seeking and applying innovative teaching methods (M = 4.30) underscores the importance of integrating technological, pedagogical, and content knowledge to innovate effectively in the classroom.

The integration of real-world applications into learning (M = 4.27) shows that teachers are connecting academic content to practical experiences, a strategy supported by Partnership for 21st Century Skills (P21), which advocates for real-world relevance to engage students and develop critical skills such as problem-solving and adaptability. There is a need to promote cross-sector partnerships (e.g., with industries, local government, NGOs) to enhance the relevance of lessons and help teachers align classroom instruction with real-world contexts.

Finally, while the item on leading educational change initiatives scored slightly lower (M = 4.17), it still reflects a strong willingness among teachers to take on leadership roles in driving school or district-level innovation. Offer school-level innovation grants or leadership roles that give teachers the opportunity to pilot or scale new practices, enhancing their visibility and confidence in leading change. Teachers are actively involved in innovative practices, both individually and collaboratively, supported by ongoing learning and real-world connections.

There are several observations from the results. The relatively high score on collaboration reflects a culture where teachers frequently share lesson ideas and classroom strategies, possibly through Learning Action Cells (LACs), In-Service Trainings (INSET), and community-based initiatives, however, the lower score for leadership in educational change could reflect a hierarchical school system where decision-making is largely centralized, limiting teacher action in leading change initiative. Teachers are integrating industry relevance into their lessons, although this may be more pronounced in TLE, STEM, or senior high school strands than in lower grade levels.

The data indicates that teachers in the locale demonstrate highly developed innovation practices, particularly in collaborative idea-sharing and the application of new teaching methods. However, lower engagement in leading systemic educational change suggests a need for greater institutional support and empowerment. Teachers are open to innovation, as evidenced by active participation in training and integration of real-world applications, but translating this into systemic leadership roles remains a challenge. These findings highlight the need to formalize structures that support teacher-led innovation, provide mentorship in change leadership, and foster partnerships that link school learning with broader societal needs.

Table 21
Summary Tables for the Level of Teachers’ Professional Growth

Indicators	Mean	SD	VI
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1. Continuing Professional Development	4.32	0.55	HD
2. Mentoring	4.47	0.51	HD
3. Reflective Practices	4.36	0.52	HD
4. Innovation	4.31	0.55	HD
Overall	4.36	0.47	HD

Legend: 4.50-5.00- Very Highly Developed (VHD), 3.50-4.49- Highly Developed (HD), 2.50-3.49- Moderately Developed (MD), 1.50-2.49- Slightly Developed (SD), 1.00-1.49- Not at all Developed (ND)

Table 21 provides a comprehensive overview of the different dimensions of teachers' professional growth, which include Continuing Professional Development (CPD), Mentoring, Reflective Practices, and Innovation. The overall mean of 4.36 with a standard deviation of 0.47 indicates that teachers Highly Manifest (HM) professional growth in these areas, demonstrating a strong commitment to lifelong learning, collaboration, and pedagogical enhancement.

Among the four dimensions, mentoring obtained the highest mean rating ($M = 4.47$, $SD = 0.51$), suggesting that mentoring—whether as mentors or mentees—plays a central role in supporting teachers' growth. There is a strong culture of guidance and support among experienced and novice teachers, suggesting effective peer learning. This finding echoes the study of Hudson (2016), who highlighted mentoring as a critical factor in teacher development, particularly in fostering professional identity, building confidence, and enhancing instructional skills. Mentorship allows teachers to reflect collaboratively, share best practices, and support each other in navigating classroom challenges.

Reflective Practices also received a high mean score ($M = 4.36$), indicating that teachers regularly engage in evaluating their instructional methods and student outcomes to refine their practices. They also critically assess their teaching methods and student outcomes to inform improvements, showing metacognitive engagement. According to Zeichner & Liston (2013), reflective practice enables educators to make informed decisions, adapt to students' diverse needs, and remain responsive to classroom dynamics. Reflective teaching is widely recognized as essential for promoting teacher autonomy and professionalism and Continuing Professional Development ($M = 4.32$) reflects teachers' active participation in training, workshops, and other formal learning opportunities to update and enhance their competencies.

Moreover, innovation, while receiving the lowest mean score ($M = 4.31$), still falls within the Highly Manifested range. This indicates that teachers are embracing innovation in their teaching methods, including integrating technology and developing creative strategies to engage learners. Teachers show a willingness to experiment with new teaching strategies and technologies, though perhaps with some caution or limitations. Fullan (2020) asserts that fostering a culture of innovation in schools is critical for preparing students for the demands of the 21st century, and it requires teachers to be risk-takers and adaptive thinkers. However, the slightly lower score suggests the need for increased institutional support and resources to promote innovative practices more broadly.

The findings implied that the highest mean in mentoring indicates a highly collaborative teaching environment. This supports knowledge transfer, builds teacher confidence, and strengthens school culture. The strong CPD score implies that opportunities for workshops, courses, or in-service training are available and utilized—but continuous effort is needed to push this into the higher range. Teachers engage in reflective practices, but deeper, research-based or peer-reviewed reflection might be needed to elevate the level further. Although innovation is highly developed, it has the lowest mean. This may reflect barriers such as lack of access to new technologies, insufficient training in innovation, or resistance to change.

Overall, the data presented a very encouraging picture of teacher professional growth as teachers exhibit a strong level of commitment to their development, indicating a school environment that values learning and self-improvement. The "Highly Developed" rating across all domains suggests that the infrastructure and culture for professional growth are in place, but there's still room to elevate these

practices to the highest level. Mentoring emerges as a major strength, which can be leveraged to enhance innovation and deepen reflective practices through collaboration. The slight gap from Very Highly Developed may stem from institutional constraints, resource limitations, or time pressures, which are common in educational settings.

Table 22

Correlation between Teachers' Work Ethics and Professional Disposition

Teachers' Work Ethics	Professional Disposition					
	Social Justice and Equity	Collaboration	Critical Thinking	Reflective Teaching and Learning	Lifelong Learning	Teachers' Professional Disposition
Self-management	.394**	.474**	.571**	.561**	.583**	.628**
Productivity	.398**	.574**	.688**	.677**	.645**	.721**
Accountability and Responsibility	.431**	.426**	.560**	.535**	.542**	.609**
Dedication	.333**	.366**	.461**	.484**	.458**	.511**
Work Ethics	.463**	.545**	.676**	.674**	.662**	.733**

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

Interpretation of the R-values for analysis (Cohen, 1988)

Correlation Coefficient (r)	Strength of Relationship	Interpretation
0.90 to 1.00 (-0.90 to -1.00)	Very high positive (negative)	Indicates a very strong relationship between variables.
0.70 to 0.89 (-0.70 to -0.89)	High positive (negative)	Suggests a strong relationship.
0.50 to 0.69 (-0.50 to -0.69)	Moderate positive (negative)	Represents a moderate association between the variables.
0.30 to 0.49 (-0.30 to -0.49)	Low positive (negative)	Implies a weak relationship.
0.00 to 0.29 (-0.00 to -0.29)	None or very low positive (negative)	Suggests little to no linear relationship between variables.

The results presented in Table 22 reveal statistically significant and positive correlations between teachers' work ethics and their professional disposition, with correlation coefficients ranging from $r = .333$ to $r = .733$ ($p < 0.01$). This means that as teachers demonstrate stronger work ethics, they are also more likely to show positive professional behaviors and attitudes. All the correlation coefficients are marked with double asterisks (**), indicating that these relationships are significant at the 0.01 level. This level of significance shows that there is a very strong likelihood that the observed relationships are not due to chance.

Based on Cohen's (1988) interpretation, the overall relationship between these two constructs is moderate to high, with the strongest association observed between overall work ethics and overall professional disposition ($r = .733$), suggesting a strong relationship.

Among the components, productivity shows the highest correlations with specific dimensions such as critical thinking ($r = .688$) and reflective teaching and learning ($r = .677$), indicating that teachers who are goal-oriented, efficient, and results-driven are more likely to engage in reflective practices and demonstrate analytical and evaluative thinking in their professional roles. These findings are in line with Campbell et al. (2020), who assert that a teacher's ability to sustain high performance and ethical conduct significantly influences their engagement in reflective and collaborative professional practices. Similarly, Sockett (2012) emphasizes that professional disposition is inherently tied to moral and ethical commitments, which are reflected in a teacher's daily actions, attitudes, and decision-making processes.

The moderate correlation between self-management and professional disposition components, particularly lifelong learning ($r = .583$) and critical thinking ($r = .571$), also supports the notion that internal regulation and personal discipline are foundational to continuous professional growth, as supported by Whitcomb, Borko, and Liston (2009). Teachers who manage themselves effectively are more likely to engage in self-directed learning, reflective thinking, and professional improvement efforts. While dedication shows relatively lower but still significant correlations (e.g., $r = .333$ to $.511$), it nonetheless implies that emotional investment and commitment to the teaching profession still play a role in shaping professional behaviors, albeit to a lesser extent than more action-based traits like productivity and accountability.

Moreover, the findings highlight the role of effective and goal-oriented work habits in fostering professional disposition and thoughtful practice. The findings also emphasize the importance of integrating work ethic development into teacher education and professional development programs, as strengthening these internal values can have a profound impact on professional conduct, student engagement, and ultimately, educational outcomes.

Furthermore, it also suggests that strengthening work ethics not only enhances individual teacher performance but also supports broader educational goals such as equity, collaboration, and continuous improvement. Therefore, teacher preparation programs and professional development initiatives should intentionally incorporate ethical development as a core component to cultivate both personal integrity and professional excellence.

Generally, work ethics and professional disposition are deeply connected as it shows that teachers who take their work seriously tend to be more reflective, collaborative, and open to learning—core traits of professional educators. Ethical teachers are often more committed to doing what is right for students, which leads them to practice strong professional dispositions on their teaching.

Overall, the findings emphasize the interconnectedness of a teacher's ethical work behavior and their professional conduct. Schools and education institutions might consider focusing on enhancing work ethic traits like productivity, accountability and responsibility, and self-management to promote stronger professional behaviors like collaboration, critical reflection, and lifelong learning. These correlations can inform professional development programs and teacher evaluation systems, ensuring they support growth in both ethical and professional dimensions.

Table 23

Correlation between Teachers' Professional Disposition and Teachers' Competence

Professional Disposition	Teachers' Competence				
	Pedagogical Competence	Personal Competence	Social Competence	Professional Competence	Teachers' Competence
Social Justice and Equity	.328**	.417**	.227**	.469**	.449**
Collaboration	.348**	.518**	.221**	.568**	.504**
Critical Thinking	.447**	.651**	.286**	.678**	.632**
Reflective Teaching and Learning	.410**	.580**	.261**	.690**	.593**
Lifelong Learning	.411**	.646**	.276**	.723**	.625**
Teachers' Professional Disposition	.474**	.682**	.311**	.759**	.682**

** Correlation is significant at the 0.01 level (2-tailed).
 Interpretation of the R-values for analysis (Cohen, 1988)

Correlation Coefficient (r)	Strength of Relationship	Interpretation
0.90 to 1.00 (-0.90 to -1.00)	Very high positive (negative)	Indicates a very strong relationship between variables.
0.70 to 0.89 (-0.70 to -0.89)	High positive (negative)	Suggests a strong relationship.
0.50 to 0.69 (-0.50 to -0.69)	Moderate positive (negative)	Represents a moderate association between the variables.
0.30 to 0.49 (-0.30 to -0.49)	Low positive (negative)	Implies a weak relationship.
0.00 to 0.29 (-0.00 to -0.29)	None or very low positive (negative)	Suggests little to no linear relationship between variables.

The findings presented in Table 23 demonstrate a statistically significant and positive correlation between teachers' professional disposition and their teaching competence, with correlation coefficients ranging from $r = .221$ to $r = .759$ ($p < 0.01$). All values marked with ** are significant at the 0.01 level, indicating a strong likelihood that the relationships are real and not due to chance. According to Cohen's (1988) guidelines, these results suggest a low to high strength of association, with the strongest relationship observed between overall professional disposition and professional competence ($r = .759$)—indicating a high positive correlation.

This implies that teachers who demonstrate a high level of professional disposition—characterized by commitment to social justice, collaboration, critical thinking, reflection, and lifelong learning—are more likely to be competent across pedagogical, personal, social, and professional dimensions.

The highest individual correlations were found in critical thinking ($r = .678$ to $.759$) and lifelong learning ($r = .723$), both strongly linked to professional and personal competence. Critical thinkers reflect deeply on instructional strategies and student outcomes. This leads to continuous improvement, better problem-solving, and evidence-based decision-making, which boosts all dimensions of teaching competence. It is also observed that teachers are committed to ongoing learning engagement with new research, technology, and teaching strategies. Their growth mindset drives them to continuously upgrade their skills, especially in professional and pedagogical areas. This supports the argument Borko et al. (2021) that reflective and critically-minded educators not only improve their practice continuously but also demonstrate enhanced instructional quality, classroom management, and professional judgment. The significant associations of collaboration and reflective teaching with pedagogical and professional competence also align with Shulman's (2004) conceptualization of teaching as a moral and intellectual activity rooted in reflection, collegiality, and a commitment to student-centered practice. Collaborative teachers tend to work well with colleagues, families, and communities, improving not just personal and social competence, but also their professional development through shared practices and peer learning. They reflectively analyze their practices to identify strengths and areas for growth. This self-awareness fosters improvement in pedagogical methods and classroom management, leading to greater competence across the board.

Conversely, the relatively lower but still significant correlations with social competence ($r = .221$ to $.311$) suggest that while professional disposition influences how teachers relate with others, these social abilities may also be shaped by personality traits or external contextual factors, as noted by Day and Gu (2019). Nevertheless, the consistently significant values across all subcategories affirm the integrative role of professional disposition in teacher effectiveness.

This relationship explained that educators who consistently demonstrate strong professional dispositions—such as fairness, collaboration, critical thinking, reflective practice, and a commitment to lifelong learning—are more likely to be competent in various areas of teaching, including pedagogy, personal growth, social interaction, and professional conduct. Zhou and Brown (2017) emphasized that professional dispositions are foundational to effective teaching and directly influence classroom practices, student engagement, and ongoing development.

Overall, the data suggest that developing professional disposition should be a central focus in teacher education and professional development, as it plays a critical role in shaping well-rounded, competent, and effective teachers.

Table 24*Correlation between Teachers' Work Ethics and Teachers' Competence*

Teachers' Work Ethics	Teachers' Competence				
	Pedagogical Competence	Personal Competence	Social Competence	Professional Competence	Teachers' Competence
Self-management	.407**	.609**	.268**	.645**	.590**
Productivity	.458**	.729**	.332**	.718**	.688**
Accountability and Responsibility	.457**	.660**	.331**	.629**	.646**
Dedication	.319**	.453**	.223**	.441**	.446**
Work Ethics	.483**	.718**	.339**	.712**	.696**

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

Interpretation of the R-values for analysis (Cohen, 1988)

Correlation Coefficient (r)	Strength of Relationship	Interpretation
0.90 to 1.00 (-0.90 to -1.00)	Very high positive (negative)	Indicates a very strong relationship between variables.
0.70 to 0.89 (-0.70 to -0.89)	High positive (negative)	Suggests a strong relationship.
0.50 to 0.69 (-0.50 to -0.69)	Moderate positive (negative)	Represents a moderate association between the variables.
0.30 to 0.49 (-0.30 to -0.49)	Low positive (negative)	Implies a weak relationship.
0.00 to 0.29 (-0.00 to -0.29)	None or very low positive (negative)	Suggests little to no linear relationship between variables.

Table 24 presents a statistically significant and positive correlation between teachers' work ethics and their overall teaching competence, with correlation coefficients ranging from $r = .223$ to $r = .718$ ($p < 0.01$). This implies that stronger work ethics are associated with higher levels of teaching competence across pedagogical, personal, social, and professional domains. According to Cohen's (1988) interpretation, these results reflect low to high levels of association, suggesting that as teachers exhibit stronger work ethics—such as self-management, productivity, accountability, and dedication—their competence also tends to improve.

The strongest correlation is observed between overall work ethics and personal competence ($r = .718$) and professional competence ($r = .712$), highlighting the vital role that ethical behavior and consistent effort play in shaping teachers' overall effectiveness and professionalism. Teachers with strong work ethics demonstrate reliability, integrity, and diligence—qualities that are essential for competence in teaching.

Among the dimensions, productivity shows particularly strong correlations with personal competence ($r = .729$) and professional competence ($r = .718$), indicating that teachers who demonstrate efficiency, time management, and a strong sense of duty are more likely to display confidence, self-awareness, and expertise in their professional roles. A productive work ethic supports effective teaching practices, lesson planning, and engagement in school activities, all of which directly contribute to higher competence levels. These findings align with Tirri and Kuusisto (2016), who emphasized that teacher efficacy is significantly influenced by their intrinsic motivation and ethical practices. Similarly, Klassen et al. (2011) highlighted that teachers with strong self-regulatory behaviors and accountability not only perform better but also adapt more effectively to professional demands.

On the other hand, dedication shows the weakest but still significant correlations (ranging from .223 to .453), which may suggest that while passion and commitment to the profession are important, they must be complemented by active behavioral traits such as responsibility and productivity to significantly enhance competence. Dedication might reflect emotional investment, but unless it translates

into measurable behaviors (like managing tasks or producing results), its impact on competence may be more limited. This insight supports Day and Sachs (2004), who proposed that emotional commitment alone is not sufficient to sustain long-term teacher effectiveness without consistent ethical behavior and professional development.

Moreover, the positive correlation means that teachers who have strong work ethics tend to be more competent in their job. This includes being better at teaching, managing themselves, working with others, and acting professionally. It implies that when teachers are responsible, hardworking, dedicated, and organized, they are more likely to do well in their roles, connect with students, and improve learning outcomes.

The findings highlight the need for teacher education programs and professional development initiatives to integrate character-building components—such as time management, responsibility, and dedication—into their frameworks. By doing so, they can support the development of well-rounded teachers who are not only skilled in instruction but also grounded in ethical and professional.

Table 25

Mediating Effect of Professional Disposition on the relationship between Work Ethics and Teachers' Competence

OUTCOME VARIABLE: Teachers' Professional Disposition

Model Summary

	R	R-sq	MSE	F	Df1	Df2	P
Model	.733	.538	.097	406.070	1.000	349.000	.000
	Coeff	Se	T	P	LLCI	ULCI	
Constant	.841	.177	5.315	.000	.594	1.292	
Work Ethics	.792	.039	20.151	.000	.715	.969	
Standard Coefficients							

	Coeff
Work Ethics	.733

OUTCOME VARIABLE: Teachers' Competence

Model Summary

	R	R-sq	MSE	F	Df1	Df2	P
Model	.740	.548	.090	210.902	2.000	348.000	.000
	Coeff	Se	T	P	LLCI	ULCI	
Constant	.943	.177	5.315	.000	.594	1.292	
Work Ethics	.444	.056	7.973	.000	.334	.553	
Professional Disposition	.362	.052	7.020	.000	.261	.463	

Standard Coefficients

	Coeff
Work Ethics	.423
Teachers' Professional Disposition	.372

Direct Effect of X on Y						
	Effect	Se	T	P	LLCI	ULCI
	.444	..056	7.793	.000	.334	.553
Indirect Effect(s) of X on Y						
	Effect	BootSE	BootLLCI	BootULCI		
TPD	.287	.050	.182	.378		
Completely Standardized Indirect Effect(s) of X on Y						
	Effect	BootSE	BootLLCI	BootULCI		
TPD	.273	.060	.155	.388		

Table 25 presents the results of a mediation analysis examining the role of teachers' professional disposition as a mediator in the relationship between work ethics and teachers' competence.

The first part of the table evaluates the predictive effect of work ethics on professional disposition. The model summary indicates a strong and statistically significant relationship between work ethics and teachers' professional disposition ($R = .733$, $R^2 = .538$, $p < .001$). The standardized beta ($\beta = .733$) both indicate a strong, positive, and statistically significant effect of work ethics on professional disposition. Teachers who exhibit stronger work ethics tend to demonstrate more favorable professional dispositions. This highlights the foundational role of ethical orientation in shaping attitudes, values, and behaviors consistent with professionalism in educational settings.

In the second model, both work ethics and professional disposition are entered as predictors of teachers' competence. The overall model is significant ($R = .740$, $R^2 = .548$, $p < .001$). Work ethics remains a significant predictor ($B = .444$, $\beta = .423$, $p < .001$), while professional disposition also significantly predicts competence ($B = .362$, $\beta = .372$, $p < .001$).

These findings reveal that both constructs independently contribute to teachers' competence. While work ethics has a direct positive effect on competence, professional disposition contributes uniquely and significantly to the development of competence among teachers. The inclusion of both predictors underscores the multifaceted nature of teacher competence, involving both ethical foundations and dispositional attributes.

The direct effect of work ethics on competence ($B = .444$, $p < .001$) remains significant, indicating partial mediation rather than full mediation. However, the indirect effect through professional disposition (Effect = .287, BootSE = .050, BootLLCI = .182, BootULCI = .378) is also statistically significant, as the confidence interval does not include zero. The completely standardized indirect effect (.273) further supports the strength of the mediating role, suggesting that nearly 27.3% of the total effect of work ethics on competence operates indirectly through professional disposition. The findings imply that while a teacher's work ethics have a direct and powerful impact on their competence, their professional disposition serves as a critical pathway through which these ethical values are translated into competent teaching behavior. This mediation underscores the importance of cultivating not only ethical behavior but also professional attitudes such as critical thinking, collaboration, and reflective practice to enhance teacher effectiveness. Professional disposition partially mediates the relationship between work ethics and teachers' competence. This means that teachers' ethical behavior contributes to the development of competence both directly and by fostering a professional mindset that promotes effective practice.

Table 26

Moderating Effect of Professional Growth on the Relationship between Teachers' Work Ethics and Professional Disposition

OUTCOME VARIABLE: Teachers' Professional Disposition

Model Summary

R	R-sq	MSE	F	df1	df2	p
.832	.692	.065	259.707	3.000	346.000	.000

Model

	coeff	se	t	p	LLCI	ULCI
Constant	4.434	.015	293.249	.000	4.404	4.463
WETHIC	.327	.048	6.849	.000	.233	.420
PROGR	.555	.044	12.532	.000	.468	.642
Int_1	-.055	.045	-1.206	.229	-.144	.034

Product terms key:

Int_1 : WETHIC x PROGR

Test(s) of highest order unconditional interaction(s):

	R2-chng	F	df1	df2	P
X*W	.001	1.454	1.000	346.000	.22

Level of confidence for all confidence intervals in the output: 95.0000

Table 26 presents the results of a moderation analysis aimed at determining whether Professional Growth significantly moderates the relationship between Teachers' Work Ethics and their Professional Disposition. The analysis employed a multiple regression model with an interaction term representing the product of Work Ethics and Professional Growth.

Examining the regression coefficients, both Work Ethics ($\beta = .327$, $p < .001$) and Professional Growth ($\beta = .555$, $p < .001$) were found to have statistically significant and positive main effects on Professional Disposition.

The results imply that teachers who demonstrate stronger work ethics and who experience higher levels of professional growth tend to exhibit greater levels of professional disposition. The confidence intervals for both predictors (WETHIC: [0.233, 0.420]; PROGR: [0.468, 0.642]) do not contain zero, confirming the robustness of these effects.

However, the interaction term (WETHIC $\times$ PROGR), which represents the hypothesized moderating effect of professional growth on the relationship between work ethics and professional disposition, was not statistically significant ($\beta = -0.055$, $p = .229$). The 95% confidence interval for this coefficient spans from -0.144 to 0.034, encompassing zero and indicating statistical non-significance. The results clearly suggest that professional growth does not significantly moderate the effect of work ethics on professional disposition.

The significant and positive effects of work ethics and professional growth highlight the independent contributions of these variables to professional disposition. Teachers who demonstrate a strong sense of responsibility, diligence, and moral commitment to their duties (i.e., high work ethics) are more likely to exhibit desirable professional behaviors and attitudes. Similarly, teachers who engage in continuous professional learning and development show higher levels of professional disposition. These results strengthen the idea that fostering both strong ethical foundations and opportunities for professional development is crucial in cultivating a high-quality teaching workforce.

Despite the theoretical rationale suggesting that professional growth might strengthen or amplify the impact of work ethics on professional disposition, the absence of a significant moderation effect indicates that the relationship between work ethics and professional disposition remains stable regardless of a teacher's level of professional growth. In other words, professional growth does not

appear to enhance or diminish the influence that work ethics exerts on professional disposition.

Table 29

Moderating Effect of Professional Growth on the Relationship between Professional Disposition and Teachers' Competence

OUTCOME VARIABLE: Teachers' Competence						
Model Summary						
R	R-sq	MSE	F	df1	df2	p
.710	.505	.099	117.540	3.000	346.000	.000
Model						
	coeff	se	t	p	LLCI	ULCI
constant	4.570	.020	233.034	.000	4.531	4.608
TPD	.403	.062	6.499	.000	.281	.525
PROGR	.289	.062	4.620	.000	.166	.411
Int_1	-.086	.059	-1.451	.148	-.202	.030
Product terms key:						
Int_1	:	TPD	x	PROGR		
Test(s) of highest order unconditional interaction(s):						
	R2-chng	F	df1	df2	p	
X*W	.003	2.105	1.000	346.000	.148	
Level of confidence for all confidence intervals in the output: 95.0000						

Table 29 presents the results of a moderation analysis conducted to examine whether Professional Growth (PROGR) moderates the relationship between Professional Disposition (TPD) and Teachers' Competence. The aim is to determine whether the effect of teachers' professional disposition on their competence is influenced by their experiences of professional growth.

The analysis reveals that both Professional Disposition (TPD) and Professional Growth (PROGR) are significant independent predictors of Teachers' Competence. Teachers' professional disposition ($\beta = .403$, $p < .001$) has a significant and positive effect, indicating that teachers who exhibit higher levels of professional disposition—such as fairness, critical thinking, integrity, collaboration, and commitment—tend to demonstrate higher levels of teachers' competence.

Additionally, professional growth ($\beta = .289$, $p < .001$) also significantly predicts teachers' competence, suggesting that ongoing professional learning and development experiences are associated with increased competence in the classroom and the profession at large.

Furthermore, with the data of $\beta = -0.086$, $p = .148$, with a 95% confidence interval of $[-.202, .030]$, the interaction term, which tests whether Professional Growth moderates the effect of Professional Disposition on Teachers' Competence (TPD $\times$ PROGR), was not statistically significant.

It suggests that professional disposition alone is a strong predictor of competence, independent of professional development. Despite the strong main effects, the lack of a significant moderation effect implies that the relationship between professional disposition and competence remains stable regardless of the level of professional growth. In other words, the positive influence of professional disposition on

competence does not vary based on how much professional growth a teacher has experienced.

Table 30

Moderating Effect of Professional Growth on the Relationship between Teachers' Work Ethics and Teachers' Competence

OUTCOME VARIABLE: Teachers' Competence						
Model Summary						
R	R-sq	MSE	F	df1	df2	p
.732	.536	.092	133.068	3.000	346.000	.000
Model						
	coeff	se	t	p	LLCI	ULCI
constant	4.566	.018	253.001	.000	4.531	4.602
WETHIC	.468	.057	8.219	.000	.356	.580
PROGR	.298	.053	5.628	.000	.194	.401
Int_1	-.080	.054	-1.478	.140	-.186	.026
Product terms key:						
Int_1 : WETHIC x PROGR						
Test(s) of highest order unconditional interaction(s):						
	R2-chng	F	df1	df2	p	
X*W	.003	2.186	1.000	346.000	.140	

Level of confidence for all confidence intervals in the output: 95.0000

Table 30 presents the results of a moderation analysis investigating the extent to which Professional Growth moderates the relationship between Teachers' Work Ethics and Teachers' Competence. The regression model reveals a strong and statistically significant predictive capacity with an R value of .732 and an R² of .536, indicating that approximately 53.6% of the variance in teachers' competence is explained by the three predictors in the model: work ethics, professional growth, and their interaction.

The F-statistic of 133.068 (df = 3, 346, $p < .001$) confirms the model's overall significance and suggests that the inclusion of these predictors meaningfully improves the explanation of teacher competence levels.

The analysis demonstrates that both Teachers' Work Ethics and Professional Growth are significant positive predictors of teacher competence:

Teachers' Work Ethics ($\beta = 0.468$, $t = 8.219$, $p < .001$) indicates that stronger work ethics are associated with higher levels of competence. This aligns with studies such as that by Nasri et al. (2020), who found that a teacher's sense of moral responsibility and diligence contributes significantly to professional performance and instructional effectiveness. Professional Growth ($\beta = 0.298$, $t = 5.628$, $p < .001$) also emerges as a strong positive contributor, suggesting that teachers who actively engage in continuous learning and development demonstrate higher competence. This corroborates the findings of Desimone and Garet (2015), who emphasized that high-quality, sustained professional development is linked to improvements in teaching practices and student outcomes.

Moreover, the interaction term between work ethics and professional growth (WETHIC ×

PROGR) is statistically non-significant ($\beta = -0.080$, $t = -1.478$, $p = .140$). The 95% confidence interval for the interaction effect $[-0.186, 0.026]$ includes zero, and the change in R^2 attributed to the interaction term is marginal ($\Delta R^2 = .003$). These results suggest that professional growth does not significantly moderate the relationship between teachers' work ethics and their competence.

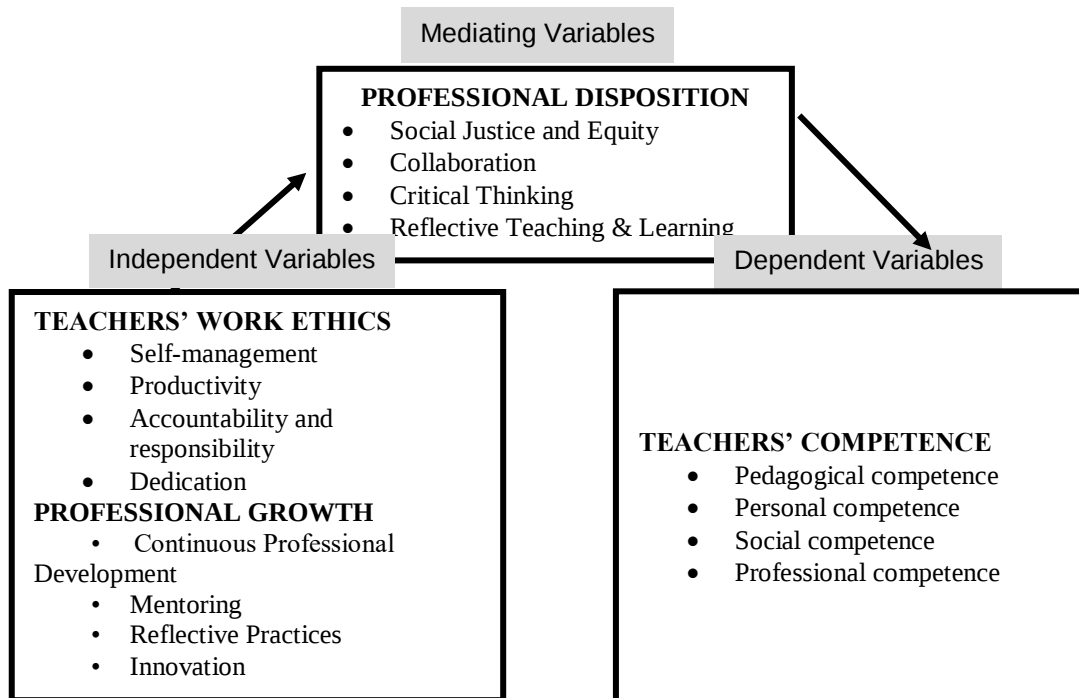
This non-significant moderation implies that the positive impact of work ethics on teacher competence is consistent, regardless of the level of professional growth experienced by the teacher. In other words, ethical commitment contributes to competence in a relatively stable manner across different professional development contexts.

Synthesis

The figure below illustrates minor modifications in the research paradigm, with particular emphasis on the role of professional growth within the study. Findings indicate that professional growth does not significantly moderate the relationship between teachers' work ethics and competence through professional disposition. Consequently, as reflected in Figure 2, professional growth is reclassified as an independent variable due to its direct impact on teachers' competence. This revised model provides a more precise depiction of the relationships uncovered in the study, offering a clearer conceptual pathway by highlighting the direct effects of both work ethics and professional growth on teacher competence.

Figure 2

Proposed Model for the Work Ethics and Professional Growth on Teachers' Competence Mediated by Professional Disposition in Public Elementary Schools



4. Recommendations

Based on the findings of the study, the following recommendations are offered:

First, teachers may be encouraged to continuously enhance their self-management and dedication by engaging in socio-emotional learning support, and DepEd-initiated training on school and classroom management that support professional discipline and sustained motivation. Moreover, To address areas of improvement in pedagogical and professional competence, school heads may provide intensive NEAP InSeT programs, curriculum development seminars, and peer coaching initiatives focused on instructional strategies, assessment literacy, and professional ethics.

3. School heads may be advised to implement DepEd-NEAP trainings, targeted interventions and professional learning communities that foster self-regulation and commitment among teachers.

4. Considering that professional growth did not significantly moderate the key relationships among the variables, the DepEd may review and recalibrate its professional growth and development policies, focusing on the quality, contextual relevance, and impact of the programs rather than their quantity.

5. Future researchers may consider examining other potential moderating variables, such as school culture, teacher motivation, or leadership support, which may influence the relationships among work ethics, professional disposition, and competence.

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