

EXPLORING THE INTERPLAY OF TEACHER'S COMMITMENT TO TEACHING COMPETENCIES AND PERFORMANCE

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Abstract

The study aimed to determine the level of teaching competencies and teacher's performance mediated by teacher's commitment. The main tool used in the study's descriptive methodology to collect data was a questionnaire. The study included contributions from six big schools (6) in Sariaya West District school teachers. For the statistical analysis of the data, percentage and mean were employed. The study found that to teacher performance. Social competencies appear to have the strongest impact. Professional competencies follow as the second strongest predictor, highlighting the importance of subject knowledge and professional conduct. Pedagogical competencies, while still significant, have a comparatively smaller effect on teacher performance than the other two competency types. Teaching requires a combination of social, professional, and pedagogical competencies, with interpersonal and social skills potentially playing the most crucial role in determining teacher effectiveness. The researcher recommended that school administrators may implement a variety of leadership philosophies that are significant to teacher's continuous growth and development. Through benchmarking, school members can encourage teachers and other stakeholders to get involved in the leadership of the school by sharing their ideas and experiences for raising the performance of the schools and students, school administrators.

Keywords: Pedagogical Competencies, Physical, Social, Leadership philosophies

1. Introduction

In education, teacher effectiveness has an essential effect on students' learning outcomes. The connection between a teacher's dedication to teaching competencies and classroom performance is critical to its effectiveness. Performance is the main indicator used for evaluating the role and ability of teachers. According to Martin (2018), teacher performance is an evident collection of attitudes and behaviors which aid students gain knowledge and skills. Understanding how these two components interact is critical for improving educational practices and outcomes for learners.

Teachers' commitment to their profession transcends mere dedication; it entails an immense passion for teaching knowledge, nurturing abilities, and promoting holistic student development. Teaching competencies include a variety of abilities, knowledge, and attitudes that allow educators to provide high-quality instruction and effectively promote student development.

According to Borg (2018) the quality of students' education was influenced by the knowledge of

their teachers. Consequently, various caliber of qualified teachers was determined by their professional competencies. Teachers who were sufficiently competent can help their students learn efficiently, fit into their professional environments, made innovations in their fields of study, and advanced their professional careers.

The current study investigates the multidimensional relationship between a teacher's dedication to their job and proficiency in essential teaching skills. Understanding how a teacher's dedication affects their abilities, and hence their performance in the classroom, is crucial to enhancing educational outcomes. Researchers seek to discover how a teacher's excitement for teaching and their competency affect student engagement, learning results, and overall classroom effectiveness. This research aims to shed light on the dynamic synergy between a teacher's dedication, competencies, and performance, ultimately contributing to the constant enhancement of teaching techniques and the quality of education supplied to students.

In respective studies, Ambag (2015) and Dalwampo (2017) discovered that teachers' abilities and competency laid the groundwork for providing the greatest education possible for the pupils. Teachers must always advance and empower themselves because they served as knowledge's conduits.

The correlation between a teacher's commitment to teaching competencies and performance is multifaceted and constantly changing, leading to further investigation. The current investigation attempts to figure out the underlying mechanisms that drive teacher effectiveness and student achievement by exploring this interplay.

This study seeks to illuminate the intricate relationships between teacher dedication, competencies, and performance by thoroughly examining existing literature, empirical evidence, and qualitative insights.

In the end, this study's outcomes will not only contribute to the existing body of knowledge in the field of education but also have practical implications for teacher training programs, professional development initiatives, and policy-making efforts aimed at improving educational quality

1.1 Statement of the Problem

The study's main objective was to determine the teaching competencies of elementary teachers in Sariaya West District and their performance. Specifically, it is designed to answer the following problems:

1. What is the level of teaching competencies of elementary teachers in terms of:
 - 1.1 Professional Competencies;
 - 1.2 Social Competencies; and
 - 1.3 Pedagogical Competencies?
2. What is the level of the performance of the teacher respondents in terms of:
 - a. Content Knowledge and Pedagogy
 - b. Diversity of Learners & Assessment and Reporting
 - c. Curriculum and Planning; and
 - d. Community Linkages and Professional Growth and Professional Development?
3. What is the level of teacher's commitment to:
 - a. Commitment to Students
 - b. Commitment to Teaching
 - c. Commitment to School, and
 - d. Commitment to Profession?
4. Is there a significant relationship between the teaching competencies of elementary teachers in Sariaya West District and the performance of the respondents?
5. Is the relationship between Teaching Competencies (IV) and Teacher's Performance (DV, significantly moderated by the teacher's commitment?

6. Which factor of teaching competencies significantly affects teaching performance?

1. Methodology

This chapter will discuss the research design, demographic and sample size, instrument, questionnaire validation, data collection strategy, and statistical tool the researcher will utilize to complete this study. The descriptive-correlational research design used to understand the study's goals and objectives. According to McCombes (Revised 2020), this study was descriptive research, which aimed to accurately and systematically characterize a population, situation, or phenomenon. The descriptive correlation research design is a method used to investigate relationships between variables without the researcher actively controlling or manipulating any of them. It aims to discover associations between variables and provide a snapshot of their current state. In this study, the researcher observed the variables without intervention. As a design, it involved measuring two or more relevant variables. Respondents were described by age, gender, civil status, educational attainment, plantilla position and years in service (Appendix H). The study's respondents were the teachers in six (6) targeted Elementary Schools in Sariaya West District, Division of Quezon (Table 1). Six big schools are chosen for the study. Namely: Bignay I Elementary School, Concepcion Ibaba Elementary School, Gov. Natalio & Susana Enriquez Elementary School, Lutucan Central School, Manggalang I Elementary School, Sto. Cristo Elementary School. One hundred ninety-four teachers were gathered but there were 150 who responded while the other 44 are not due to incomplete responses. A random sampling technique was utilized in the study. The researcher collected the totality of 150 classroom teachers in the six big schools of Sariaya West District, Division of Quezon. The majority of respondents were under 30, although the age group with the fewest responders—those 51 and older—was 30 years old and under. According to the respondents' teaching experiences, the majority had been teachers for 4 to 5 years. The fewest number of participants had been teachers for 1 year or less. Educational Attainment of the surveyed respondents showed that most of them had with units in Master of Arts, while with Units in Doctorate Program got the least number of participants. Number of years in teaching experience. For employee participants in tax-qualified pension plans, eligibility, vesting, and benefit amounts are determined by measuring the period of employment. According to Marzo's (2017) study, the majority of survey participants had been teaching for six to 10 years, with a maximum frequency of 61 or 20.7%. This was followed by 11–15 years, or 59–20% of the frequency. 51 cases, or 17.3% of the total, fell into the next category, which was 0–5 years of teaching experience. It was followed by 16–20, with a frequency of 50 or 16.9%. The next-lowest frequency for those between the ages of 21 and 25 was 48, or 16.3%. With 26 cases, teaching in service for more than 26 years had the lowest incidence (8.8%). This study was related to the current study since it included teaching of experience as part of profile of the respondents. According to Impedovo et al. (2016), the work environment in which teachers teach and the training received had made younger or newer instructors more prepared. It was discovered that senior teachers, or experienced educators, had more demanding and critical mindset when it came to reflection. This claim was found to be relevant to the current study because teaching experience included season teachers and beginning teachers with zero to more than 26 years of experience. The main instrument of the study was adapted and modified researcher-made questionnaire. The researcher also used self-made questions relevant to the topic. There are three parts of the instrument. The demographic profile of the selected Elementary School Teachers in the Sariaya West District respondents is the first element of the survey. The second part is the Teaching Competencies, such as teachers' professional, social, and pedagogical competencies. The third and last part is the checklist of the teacher's performance. The questionnaire is composed of 90 statements rated on a four-point scale. Each question had a highest of four points and a minimum of one point. This study followed these steps to ensure its validity: 1) defining the purpose, specific objectives, target group, and conceptual/theoretical model; 2) evaluating relevant literature, locating instruments,

and utilizing existing tools and instruments; and 3) building the instrument and supporting materials. Following these processes, the researcher's adviser and panel members' comments and suggestions was considered in the instrument's ultimate construction. The researcher followed the Dean's Office guidelines to ensure that the concept being investigated is high quality and meets the requirements for the educational management degree. The proposal was presented to the panel of experts and defended. The ideas and comments made during the defense was used to fine-tune the paper's content. The researcher wrote a permission letter to the superintendent's office, SDO-Quezon, to conduct the study and disseminate the research instrument. Following his acceptance, a permission letter was issued to the Sariaya West District's district supervisor and all school heads, informing them of the researcher's desire to collect data in their stations. Following approval of the permission letter by the superintendent, district supervisor, and school heads, the researcher conducted his research by following the steps below. First, with the help of the school heads, the researcher sent the respondents a link to the questionnaire via Google Forms. They were given plenty of time to complete the survey. The researcher constantly watched the reactions of the participants. The researcher quickly turned off the link after retrieving all the responses, as there should be no more responses to accept. The survey checklist was the main source of the data needed for the study. The gathered data were tallied, documented, and analyzed to establish the perception of classroom supervision and the teaching-learning outcomes as practiced. After retrieving the responses, the researcher started tabulating and analyzing the data gathered with the help not only of his statistician but also of LSPU San Pablo's Statistic Center, where he sent a copy of the data matrix along with other supporting documents to ensure that the data are statistically treated and correct and their underlying variables and their correlation. Before agreeing to participate in the study, the respondents were informed so they know what they are being asked to do and the implications. They were allowed to express their honest feelings about the research questions. The study used both primary and secondary data. The respondents' consent where be obtained and confirmed with proper permission to use their data. Other areas of research ethics were likewise be closely adhered to. The study utilized statistical tools such as mean, standard deviation, and Pearson Product Moment Correlation. In consolidating the respondents' assessment of the teacher's performance. In the same manner, the perception of the respondents on teaching competencies as to professional competencies, social competencies, and pedagogical competencies were also be consolidated. . It determined the homogeneity and heterogeneity of items in the questions. It was utilized to determine the relationship between teachers' perceptions of teaching performance, such as professional competencies, social competencies, and pedagogical competencies, and teacher performance and commitment.

2. Results and Discussion

Table 2. Level of Professional Competencies as to Subject Knowledge.

Indicators	Mean	SD	VI
<i>Teachers...</i>			
1. demonstrate effective delivery of the subject matter in their teaching lesson.	4.39	0.565	HC
2. utilize variety of teaching strategies to address the needs of diverse learners.	4.28	0.636	HC
3. shows a wide range of knowledge on the content of the subject.	4.43	0.572	HC
4. use teaching practices fostering curriculum linkages.	4.41	0.614	HC
5. foster critical and creative thinking in teaching the subject matter.	4.40	0.591	HC
Overall	4.38	0.499	HC

Legend: 1.0-1.49 (Not at all Competent); 1.50-2.49 (Somewhat Competent); 2.50-3.49 (Competent); 3.50-4.49 (Highly Competent); 4.50-5.0 (Very Highly Competent)

The relatively low standard deviations across all indicators (ranging from 0.565 to 0.636)

suggest consistency in the ratings, indicating that these high competency levels are uniform across the evaluated teachers. This data reveals that elementary teachers possess strong professional competencies in knowledge of learners, with all indicators falling within the higher end of the "Highly Competent" range (3.50-4.49).

Based on the data presented, elementary teachers demonstrate a high level of teaching competencies in the area of professional competencies, specifically in subject knowledge. The overall mean score of 4.38 with a standard deviation of 0.499 places them firmly in the "Highly Competent" category according to the results.

Looking at individual indicators, teachers show particular strength in their wide range of knowledge on subject content, scoring the highest with a mean of 4.43. This is closely followed by their ability to use teaching practices that foster curriculum linkages (4.41) and their skill in fostering critical thinking in teaching subject matter (4.40). Their effectiveness in delivering subject matter during teaching lessons also scored well at 4.39. While still rated "Highly Competent," teachers' ability to utilize a variety of teaching strategies to address diverse learners' needs received the comparatively lowest score of 4.28.

Table 3. Level of Professional Competencies as to Knowledge of Learners.

Indicators		Mean	SD	VI
1.	monitor differentiated activities that promote pupil participation in the class.	4.43	0.584	HC
2.	facilitate interactive collaboration of pupils among classmates.	4.43	0.584	HC
3.	ensures pupil's acquisition of learning using discovery approach.	4.37	0.608	HC
4.	establish engaging activities making the lesson more interesting and effective.	4.39	0.578	HC
5.	communicate clearly to achieve the target objective.	4.48	0.564	HC
Overall		4.42	0.482	HC

Legend: 1.0-1.49 (Not at all Practiced); 1.50-2.49 (Slightly Practiced); 2.50-3.49 (Moderately Practiced); 3.50-4.49 (Highly Practiced); 4.50-5.0 (Very Highly Practiced).

Reflected on the information provided on table 3, elementary school teachers exhibit a high degree of proficiency in the knowledge of learners component of the teaching competencies category. The results clearly position them in the "Highly Competent" group with an overall mean score of 4.42 and a standard deviation of 0.482.

Looking at individual indicators, teachers show particular strength in communicating clearly to achieve the target objective, with the highest with a mean of 4.48. This is closely followed by monitoring differentiated activities that promote pupil participation in the class, same manner with facilitation of interactive collaboration of pupils among classmates with a mean of (4.43). Establish engaging activities making the lesson more interesting and effective has a mean of (4.39). Rated "Highly Competent," teachers' ensures pupil's acquisition of learning using discovery approach received the comparatively lowest score of 4.37.

The consistency of the evaluations is suggested by the comparatively low standard deviations for all indicators (range from 0.564 to 0.608), which shows that the high competency levels of the assessed teachers are consistent. With every indicator seen within the upper end of the "Highly Competent" range (3.50–4.49), this data shows that primary teachers have strong professional competencies in Knowledge of Learners.

It was supported by the idea that people learn in different ways and at different times (Finol, 2020). Modules, workbooks, worksheets, and textbooks can all be used to help students learn more effectively. According to constructivist philosophy, students acquire their knowledge through their own experiences in this medium (Elliott, 2000, p. 256).

Table 4. Level of Professional Competencies as to Teaching Methodology.

Indicators		Mean	SD	VI
1.	utilize appropriate learning resources that best fit the learner's needs	4.41	0.546	<i>Highly Competent</i>
2.	develop localized materials to improve pupil's academic performance	4.25	0.634	<i>Highly Competent</i>
3.	provide varied activities parallel to pupils' learning styles	4.39	0.600	<i>Highly Competent</i>
4.	apply various teaching strategies to develop critical, creative and higher-order thinking skills	4.39	0.600	<i>Highly Competent</i>
5.	use strategies which provide timely, accurate and constructive feedback to improve learners' performance	4.40	0.624	<i>Highly Competent</i>
Overall		4.37	0.478	<i>Highly Competent</i>

Legend: 1.0-1.49 (Not at all Competent); 1.50-2.49 (Somewhat Competent); 2.50-3.49 (Competent); 3.50-4.49 (Highly Competent); 4.50-5.0 (Very Highly Competent).

Depicted on the data presented, elementary teachers demonstrate a high level of teaching competencies in the area of professional competencies, specifically in teaching methodology. The overall mean score of 4.37 with a standard deviation of 0.478 places them firmly in the "Highly Competent" category according to the results.

Based on the individual indicators, teachers utilize appropriate learning resources that best fit the learner's needs, scoring the highest with a mean of 4.41. This is closely followed by their strategies which provide timely, accurate and constructive feedback to improve learners' performance (4.40). With the mean of (4.39) provide varied activities parallel to pupils' learning styles and apply various teaching strategies to develop critical, creative and higher-order thinking skills are of same weight. While still rated "Highly Competent," teachers' develop localized materials to improve pupil's academic performance received the comparatively lowest score of 4.25.

The relatively low standard deviations across all indicators (ranging from 0.546 to 0.634) suggest consistency in the ratings, indicating that these high competency levels are uniform across the evaluated teachers. This data reveals that elementary teachers possess strong professional competencies in teaching methodology, with all indicators falling within the higher end of the "Highly Competent" range (3.50-4.49).

The data is accordingly pattern to DepEd Order No. 8 (2015), classroom assessment is an important aspect of implementing the curriculum. It serves as a benchmark for assessing pupils' growth and performance. This also serves as a criterion for making essential changes to instructional practices based on policy standards. Learning outcomes include knowledge, skills, attitudes, and values, the most critical indicators of teaching and learning in primary education. This section demands a clear indication that the tests continue to meet the Department of Education's standards and the required percentage in each component, such as written work, performance tasks, and quarterly assessments.

Table 5. Level of Professional Competencies as to Curriculum Knowledge.

Indicators		Mean	SD	VI
1.	apply knowledge of instruction to meet educational goals	4.40	0.613	<i>Highly Competent</i>
2.	implement a timely set of effective strategies used in instructions.	4.36	0.616	<i>Highly Competent</i>
3.	apply linkages to boost prior knowledge	4.35	0.636	<i>Highly</i>

4.	link foundational skills to timely strategies to enhance curriculum delivery.	4.31	0.623	Competent
5.	establish a learner-centered aspect relative to effective teaching methodology	4.38	0.575	Highly Competent
Overall		4.36	0.496	Highly Competent

Legend: 1.0-1.49 (Not at all Competent); 1.50-2.49 (Somewhat Competent); 2.50-3.49 (Competent); 3.50-4.49 (Highly Competent); 4.50-5.0 (Very Highly Competent).

As seen on the data presented in table 5, elementary teachers demonstrate a high level of teaching competencies in the area of professional competencies, specifically in curriculum knowledge. The overall mean score of 4.36 with a standard deviation of 0.496 places them firmly in the "Highly Competent" category according to the results.

Reflecting on individual indicators, scoring the highest mean of 4.40 relative to indicator, teachers apply knowledge of instruction to meet educational goals. This is closely followed by how teachers establish a learner-centered aspect relative to effective teaching methodology (4.38) and implement a timely set of effective strategies used in instructions (4.36). Apply linkages to boost prior knowledge also scored well at 4.35. While still rated "Highly Competent," teachers' link foundational skills to timely strategies to enhance curriculum delivery received the comparatively lowest score of 4.31.

The relatively low standard deviations across all indicators (ranging from 0.575 to 0.636) suggest consistency in the ratings, indicating that these high competency levels are uniform across the evaluated teachers. This data reveals that elementary teachers possess strong professional competencies in Curriculum Knowledge, with all indicators falling within the higher end of the "Highly Competent" range (3.50-4.49).

The education curriculum in its preparation, it must refer to a solid and strong foundation (Ikhsan & Hadi, 2018). The foundation of curriculum development is not only needed for curriculum makers (macro) or written curricula, often called the ideal curriculum (Fajri, 2019).

Table 6. Level of Social Competencies as to Self-management.

Indicators		Mean	SD	VI
1.	manifest behavior to support professional growth.	4.41	0.593	Highly Competent
2.	stay focused and motivated to accomplish tasks for student's better learning.	4.44	0.573	Highly Competent
3.	manage time and resources effectively.	4.37	0.607	Highly Competent
4.	have a positive approach to stress-laden situations.	4.38	0.631	Highly Competent
5.	show positive emotions and behaviors in dealing with colleagues	4.48	0.576	Highly Competent
Overall		4.42	0.493	Highly Competent

Legend: 1.0-1.49 (Not at all Competent); 1.50-2.49 (Somewhat Competent); 2.50-3.49 (Competent); 3.50-4.49 (Highly Competent); 4.50-5.0 (Very Highly Competent).

The data presented in table 6, shows that elementary teachers demonstrate a high level of teaching competencies in the extent of social competencies, particularly in self-management. The overall

mean score of 4.42 with a standard deviation of 0.493 places them thoroughly in the "Highly Competent" category in accordance with the results.

In assessing individual indicators, teachers show positive emotions and behaviors in dealing with colleagues, attain the highest mean of 4.48. This is closely followed by staying focused and motivated to accomplish tasks for student's better learning with (4.44) mean attainment. Manifesting behavior to support professional growth were placed well at (4.41). Having a positive approach to stress-laden situations also scored well at 4.38. "Highly Competent" is rated. While teachers manage time and resources effectively received the comparatively lowest score of 4.37.

In corresponding with the low standard deviations across all indicators (ranging from 0.573 to 0.631). Above data propose consistency in the ratings, indicated that these high competency levels are uniform across the evaluated teachers. With all these indicators falling within the higher end of "Highly Competent" ranging to (3.50-4.49).

Given data is anchored with the study conducted by Case (201, self-management), it is the ability to prioritize goals and decide what must be done. This data proved that elementary teachers possess strong social competencies in self-management.

Table 7. Level of Social Competencies as to Relationship Management.

	Indicators	Mean	SD	VI
1.	give support to community involvement.	4.41	0.580	<i>Highly Competent</i>
2.	possess a culture of collaboration among stakeholders	4.39	0.643	<i>Highly Competent</i>
3.	understand the feelings of others.	4.48	0.599	<i>Highly Competent</i>
4.	encourage stakeholders to participate in school activities.	4.46	0.631	<i>Highly Competent</i>
5.	work harmoniously to achieve desirable goals.	4.51	0.599	<i>Very Highly Competent</i>
	Overall	4.45	0.518	<i>Highly Competent</i>

Legend: 1.0-1.49 (Not at all Competent); 1.50-2.49 (Somewhat Competent); 2.50-3.49 (Competent); 3.50-4.49 (Highly Competent); 4.50-5.0 (Very Highly Competent).

To summarize these indicators, teachers work harmoniously to achieve desirable goals, getting the highest mean of 4.51. Followed by understanding the feelings of others with (4.48). Encouraging stakeholders to participate in school activities with (4.46) ratings. Give support to community involvement got the mean of 4.41. To conclude, teachers possess a culture of collaboration among stakeholders received the comparatively lowest score of 4.39. While still rated "Highly Competent,"

The relatively low standard deviations across all indicators (ranging from 0.580 to 0.643) suggest consistency in the ratings, indicating that these high competency levels are uniform across the evaluated teachers. This data reveals that elementary teachers possess strong social competencies in relationship management, with all indicators falling within the higher end of the "Highly Competent" range (3.50-4.49).

Stated in the study (Connelly, 2020), relationship management skills are often tied to leadership because these are obvious areas wherein teacher's normally associate themselves with leadership. However, these competencies are equally relevant to managing personal change which is strongly related to relationship management.

Table 8. Level of Social Competencies as to Decision-making.

	Indicators	Mean	SD	VI
1.	establish objectives that involve a positive learning environment to support student learning	4.48	0.576	<i>Highly Competent</i>

2. create support to achieve a positive learning environment	4.41	0.626	Highly Competent
3. accept positive feedback comments and suggestions which are basis for effective decision making	4.50	0.588	Very Highly Competent
4. decide firmly promoting continuous improvement	4.44	0.573	Highly Competent
5. review results and make necessary adjustments for teaching and learning advancements	4.45	0.597	Highly Competent
Overall	4.46	0.504	Highly Competent

Legend: 1.0-1.49 (Not at all Competent); 1.50-2.49 (Somewhat Competent); 2.50-3.49 (Competent); 3.50-4.49 (Highly Competent); 4.50-5.0 (Very Highly Competent).

In line with the data presented in table 8, elementary teachers demonstrate a high level of teaching competencies in the area of social Competencies, in terms of decision making. The overall mean score of 4.46 with a standard deviation of 0.504 places them strongly in the "Highly Competent" category according to the results.

To analyze these indicators, teachers accept positive feedback, comments and suggestions which are basis for effective decision making, scoring the highest mean of 4.50. Followed by establishing objectives that involve a positive learning environment to support student learning with an average of (4.48). Review results and make necessary adjustments for teaching and learning advancements at (4.45). Decide firmly promoting continuous improvement at 4.38. While still rated "Highly Competent," teachers' create support to achieve a positive learning environment received the lowest score of 4.41.

The relatively low standard deviations across all indicators (ranging from 0.573 to 0.626) suggest consistency in the ratings, indicating that these high competency levels are uniform across the evaluated teachers. This data reveals that elementary teachers possess strong social competencies in Self-management, with all indicators falling within the higher end of the "Highly Competent" range (3.50-4.49).

Table 9. Level of Pedagogical Competencies as to Communicative Competence.

Indicators	Mean	SD	VI
1. establish clear and defined positive relationship among learners to build learning environment.	4.43	0.595	Highly Competent
2. communicate with colleagues with empathy.	4.45	0.574	Highly Competent
3. communicate to convey information in building positive relationships	4.51	0.565	Very Highly Competent
4. conveys communication clearly to others	4.47	0.598	Highly Competent
5. use language to communicate successfully.	4.50	0.576	Very Highly Competent
Overall	4.47	0.515	Highly Competent

Legend: 1.0-1.49 (Not at all Competent); 1.50-2.49 (Somewhat Competent); 2.50-3.49 (Competent); 3.50-4.49 (Highly Competent); 4.50-5.0 (Very Highly Competent).

In lieu on the data presented, elementary teachers demonstrate a high level of teaching competencies in the area of pedagogical competencies, most specially in communicative competence. The overall mean score of 4.47 with a standard deviation of 0.515 placed them in the "Highly

Competent" category in accordance with the results.

Teachers communicate to convey information in building positive relationships, with the highest mean of 4.51. Closely followed by using language to communicate successfully at (4.50). Conveys communication clearly to others placed at (4.47). Communicating with colleagues with empathy scored 4.45. While still rated "Highly Competent," teachers' establish clear and defined positive relationship among learners to build learning environment received the comparatively lowest score of 4.43.

These high competency levels are consistent throughout the evaluated teachers, as suggested by the comparatively low standard deviations across all variables (range from 0.565 to 0.595). With every single indicator falling at the upper end of the "Highly Competent" range (3.50-4.49), this data indicates that elementary teachers have strong pedagogical competencies in communicative competence.

Communicative Competence is strongly linked to information and communication technology in learning as it acts as a link in implementing knowledge transfer without eliminating the initial model of learning that takes place face-to-face in the classroom (Husain, 2014). In addition, information and communication technology is utilized in learning to increase effectiveness in implementing the learning process. In the end, it is expected to improve student learning outcomes and the individual quality of students in terms of using technology more precisely and usefully.

Table 10. Level of Pedagogical Competencies as to Action Research Management

Indicators	Mean	SD	VI
1. craft action research about problems observed and seen by pupils.	3.97	0.777	Highly Competent
2. plan developmental strategies to implement action research to address issues and concerns.	4.03	0.755	Highly Competent
3. collect and analyze data based on action research conducted.	3.97	0.777	Highly Competent
4. reflect on data analysis for continuous improvement	4.03	0.763	Highly Competent
5. share and disseminate research findings for modification or benchmarking.	3.99	0.811	Highly Competent
Overall	4.00	0.719	Highly Competent

Legend: 1.0-1.49 (Not at all Competent); 1.50-2.49 (Somewhat Competent); 2.50-3.49 (Competent); 3.50-4.49 (Highly Competent); 4.50-5.0 (Very Highly Competent).

In regards to the conclusions on table 10, elementary school educators exhibit a high degree of pedagogical competency, particularly in the field of action research management. The results clearly position them in the "Highly Competent" category with an overall mean score of 4.00 and a standard deviation of 0.719.

The highest mean score was 4.03 for evaluating individual indicators, planning developmental plans to execute action research to address difficulties and concerns, and reflecting on data analysis for continuous improvement. The next step is to share and disseminate study findings for benchmarking or modification (3.99). Despite being rated as "Highly Competent," teachers had the lowest score of 3.97 for crafting action research about problems observed and seen by pupils, as well as collecting and analyzing data based on that action research.

The relatively low standard deviations for all indicators (ranging from 0.565 to 0.595) indicate that the assessments are consistent in assessing the high proficiency levels of the teachers who were evaluated. Elementary teachers show great pedagogical competence in action research management, as illustrated by the fact that all of the metrics in this data fall within the higher end of the "Highly

Competent" categories (3.50–4.49).

Impedovo et al. (2016) stressed that taking part in the research process gave teachers the chance to develop new abilities, competencies, approaches, and strategies, which had a positive impact on their capacity for reflection. Merle (2016) noted in his study that teachers as researcher must further improve their abilities and skills conducting and crafting action research. Thus, research is a great help in solving teaching learning issues and concerns.

Table 11. Level of Teaching Performance as to Content Knowledge and Pedagogy

Indicators	Mean	SD	VI
1. apply pedagogical skills in the delivery of competencies	4.33	0.609	Very Satisfactory
2. utilize a range of teaching strategies to convey learning among pupils.	4.39	0.611	Very Satisfactory
3. apply a range of teaching strategies to develop critical and creative thinking.	4.35	0.604	Very Satisfactory
4. demonstrate varied classroom management skills to address pupils' learning styles	4.36	0.594	Very Satisfactory
5. use content knowledge and pedagogy in crafting research to increase pupils' performance	4.31	0.645	Very Satisfactory
Overall	4.35	0.536	Very Satisfactory

Legend: 1.0-1.49 (Fair); 1.50-2.49 (Good); 2.50-3.49 (Satisfactory); 3.50-4.49 (Very Satisfactory); 4.50-5.0 (Outstanding).

Elementary teachers exhibit excellent performance particularly in content knowledge and pedagogy, as evidenced by the data that has been presented. Results concisely place them in the " Very Satisfactory " group, with an overall mean score of 4.35 and a standard deviation of 0.536.

Evaluating individual indicators, teachers utilize a range of teaching strategies to convey learning among pupils, scoring the highest with a mean of 4.39. This is closely followed by demonstrate varied classroom management skills to address pupils' learning styles (4.36). Apply a range of teaching strategies to develop critical and creative thinking placed well at (4.35). Apply pedagogical skills in the delivery of competencies also scored well at 4.32. While still rated "" Very Satisfactory," teachers' use content knowledge and pedagogy in crafting research to increase pupils' performance received the comparatively lowest score of 4.31.

These high competency levels are consistent throughout the evaluated teachers, as suggested by the comparatively low standard deviations across all variables (range from 0.594 to 0.645). With all factors falling within the higher end of the "" Very Satisfactory " range (3.50-4.49), this data shows that elementary school teachers have great pedagogical competencies in terms of content knowledge and pedagogy.

According to Manzano's (2023) research, teacher education program faculty members possess the necessary skills to integrate technology and pedagogy into their classroom instruction effectively. Teachers also possess a vast amount of technological and pedagogical knowledge. On the other hand, faculty members' technological and pedagogical expertise has little bearing on how well they instruct. These days, educational technology is in progress. Instructors are growing more flexible in meeting the needs of each student. Therefore, all teachers must possess technical literacy and be skilled in using ICT resources and integrating them into pedagogy and curriculum.

Table 12. Level of Teaching Performance as to Diversity of Learners & Assessment and

Reporting

	Indicators	Mean	SD	VI
1.	conduct profiling of learners to address individual needs	4.43	0.572	Very Satisfactory
2.	craft programs and interventions suited to learner's individual differences.	4.39	0.588	Very Satisfactory
3.	give differentiated activities during group activities	4.41	0.593	Very Satisfactory
4.	develop authentic assessment suited to the learner's individual needs.	4.34	0.611	Very Satisfactory
5.	set timely reporting of pupil's performance to parents for progress and development	4.41	0.581	Very Satisfactory
	Overall	4.40	0.486	Very Satisfactory

Legend: 1.0-1.49 (Fair); 1.50-2.49 (Good); 2.50-3.49 (Satisfactory); 3.50-4.49 (Very Satisfactory); 4.50-5.0 (Outstanding).

Depending with the findings, elementary school teachers perform effectively among the areas of diversity of learners & assessment and reporting. The results clearly establish them in the "Very Satisfactory" group with an overall mean score of 4.40 and a standard deviation of 0.486.

With the highest mean score of 4.43, teachers conduct profiling of learners to address individual needs. Give differentiated activities during group activities and set timely reporting of pupil's performance to parents for progress and development with the same mean of (4.41) come next. Craft programs and interventions suited to learner's individual differences scored highly at (4.39). Although it was still classified as "Very Satisfactory," teachers' develop authentic assessment suited to the learner's individual needs received the comparatively lowest score of 4.34.

These high levels of competence are consistent across the evaluated teachers, as suggested by the comparatively low standard deviations across all variables (range from 0.572 to 0.611). With all factors falling under the higher end of the "Very Satisfactory" range (3.50-4.49), this data reveals that primary teachers have excellent pedagogical competencies in diversity of learners in addition to assessment and reporting.

According to DepEd Order No. 8 (2015), classroom assessment is an important aspect of implementing the curriculum. It serves as a benchmark for assessing pupils' growth and performance. This also serves as a criterion for making essential changes to instructional practices based on policy standards. Teachers are addressing students' diverse needs thus assessment and reporting combine to support students in achieving high standards, provide the basis for guiding further learning, and inform parents about their child's achievement. Teachers ensure that all assessment task, including prior knowledge assessments connect with the idea and lines of inquiry.

Table 13. Level of Teaching Performance as to Curriculum and Planning

	Indicators	Mean	SD	VI
1.	unpack learning competencies to meet the lesson's objectives effectively.	4.32	0.648	Very Satisfactory
2.	develop localized or indigenized materials to make the lesson easy to understand	4.32	0.627	Very Satisfactory
3.	ensure that all the learning competencies for the school year are effectively executed.	4.37	0.608	Very Satisfactory
4.	select timely strategies and practices that meet educational	4.31	0.646	Very

goals.				
5. carefully analyze the results of the assessment based on the curriculum in crafting interventions	4.40	0.645		<i>Satisfactory</i> <i>Very</i> <i>Satisfactory</i>
Overall	4.35	0.548		<i>Very</i> <i>Satisfactory</i>

Legend: 1.0-1.49 (Fair); 1.50-2.49 (Good); 2.50-3.49 (Satisfactory); 3.50-4.49 (Very Satisfactory); 4.50-5.0 (Outstanding).

Showed on the data presented on table 13, elementary teachers demonstrate a high level of teacher performance, specifically in curriculum and planning. The overall mean score of 4.35 with a standard deviation of 0.548 places them firmly in the "Very Satisfactory " category according to the results.

Evaluating individual indicators, teachers carefully analyze the results of the assessment based on the curriculum in crafting interventions, scoring the highest with a mean of 4.40. This is closely followed by ensuring that all the learning competencies for the school year are effectively executed with a mean of (4.37). Unpack learning competencies to meet the lesson's objectives effectively and develop localized or indigenized materials to make the lesson easy to understand got the same mean placed at (4.32). While still rated "Very Satisfactory," teachers' select timely strategies and practices that meet educational goal received the comparatively lowest score of 4.31.

The relatively low standard deviations across all indicators (ranging from 0.608 to 0.648) suggest consistency in the ratings, indicating that these high competency levels are uniform across the evaluated teachers. This data reveals that elementary teachers possess strong performance in curriculum and planning, with all indicators falling within the higher end of the " Very Satisfactory " range (3.50-4.49).

Given the important role of the education curriculum in its preparation, it must refer to a solid and strong foundation (Ikhsan & Hadi, 2018). Wherein, supervisors, teachers and other parties related to education management tasks, are to guide curriculum implementation in every area. These days curriculum has been properly analyzed when it comes to school levels as teachers are taking necessary actions for the achievement of educational and learning objectives more efficiently and effectively. (Huda, 2017).

Table 14. Level of Teaching Performance as to Community Linkages and Professional Growth and Professional Development

Indicators	Mean	SD	VI
1. tap stakeholders for support and engagement.	4.40	0.635	<i>Very</i> <i>Satisfactory</i>
2. build strong linkages among community stakeholders to facilitate a positive learning environment	4.37	0.649	<i>Very</i> <i>Satisfactory</i>
3. develop programs, projects and activities in partnership with community members and pupils.	4.34	0.643	<i>Very</i> <i>Satisfactory</i>
4. create a friendly and conducive environment to promote positive learning among learners	4.46	0.598	<i>Very</i> <i>Satisfactory</i>
5. conduct reporting of school status for accountability and transparency	4.45	0.619	<i>Very</i> <i>Satisfactory</i>
Overall	4.40	0.542	<i>Very</i> <i>Satisfactory</i>

Legend: 1.0-1.49 (Fair); 1.50-2.49 (Good); 2.50-3.49 (Satisfactory); 3.50-4.49 (Very Satisfactory); 4.50-5.0 (Outstanding).

As shown by the data, elementary school teachers score adequately in the fields of professional

growth and professional development and community linkages. The results clearly position them in the "Very Satisfactory" group with an overall mean score of 4.40 and a standard deviation of 0.542. Teachers create a friendly and conducive environment to promote positive learning among learners, scoring the highest with a mean of 4.46. This is closely followed by conduct reporting of school status for accountability and transparency are effectively executed which has mean of (4.45). At 4.40, tapping stakeholders for support and engagement. Building strong linkages among community stakeholders to facilitate a positive learning environment came fourth at 4.37. While still rated as "Very Satisfactory" teachers' develop programs, projects and activities in partnership with community members and pupils received the mean of 4.34.

The consistency of the assessments is suggested by the comparatively low standard deviations for all indicators (range from 0.598 to 0.649), which show that the high competency levels of the examined teachers are persistent. All indicators are lying at the higher end of the "Very Satisfactory" range (3.50-4.49), indicating that primary teachers have good teaching performance in professional growth and professional development as well as community linkages.

Thoonen et al. (2011) and Vanblaere and Devos (2016) expressed that school administration can build up a learning environment at schools by helping teachers determine their improvement needs, enabling experimentation, finding and assigning resources to support teachers' learning, and redesigning the use of new learning. With this building linkages is associated to teacher's commitment to improve learning environment by tapping the stakeholders.

Table 15. Level of Teaching Commitment as to Commitment to Students

Indicators	Mean	SD	VI
1. promote a child-friendly classroom setting.	4.63	0.523	Very High
2. conduct profiling of pupils to address individual differences.	4.57	0.560	Very High
3. ensure pupils' belongingness/independence to support emotional and social growth.	4.57	0.561	Very High
4. provide positive feedback for student growth and development.	4.59	0.570	Very High
5. Foster understanding in addressing individual students' needs.	4.59	0.558	Very High
Overall	4.59	0.489	Very High

Legend: 1.0-1.49 (Low); 1.50-2.49 (Fairly High); 2.50-3.49 (Moderately High); 3.50-4.49 (High); 4.50-5.0 (Very High).

According to the research, elementary school teachers perform outstandingly when it comes to their commitment, particularly with regard to their commitment to students. According to the results, they are clearly in the "Very High" group with an overall mean score of 4.59 and a standard deviation of 0.489.

Teachers promote a child-friendly classroom setting, scoring the highest mean of 4.63. With a mean score of 4.59, this is closely followed by provide positive feedback for student growth and foster understanding in addressing individual students' needs are effectively executed. Conduct profiling of pupils to address individual differences, ensure pupils' belongingness/independence to support emotional and social growth were placed fourth and fifth at 4.57. Although rated "Very High"

These exceptional skill levels are consistent throughout the evaluated teachers, as suggested by the comparatively low standard deviations across all indicators (range from 0.523 to 0.570). With all indicators falling towards the upper end of the "Very High" range (4.50-5.0), this data indicates

elementary teachers have had a strong commitment to the success of their students.

It is evident that committed teachers are more proactive in achieving higher levels of student learning through developing their teaching skills and pedagogical knowledge which promote positive learning environment where pupils develop sense of belongingness and independence (Geijsel et al. 2009; Hallinger et al. 2018; Ross and Gray 2006).

Table 16. Level of Teaching Commitment as to Commitment to Teaching.

Indicators	Mean	SD	VI
1. exert extra effort on my pupil's academic progress.	4.49	0.599	High
2. render extra mile to cater pupils' needs.	4.44	0.607	High
3. responsible for the educational growth of my pupils.	4.55	0.597	Very High
4. craft programs and activities to improve pupil's learning outcomes.	4.45	0.619	High
5. dedicate their passion to building the holistic formation of pupils.	4.52	0.599	Very High
Overall	4.49	0.531	High

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderate); 3.50-4.49 (High); 4.50-5.0 (Very High).

As stated in studies, elementary school teachers perform exceptionally well when it comes to their commitment, particularly when it comes to commitment to Teaching. The results simply establish them in the "High" group with an overall mean score of 4.49 and a standard deviation of 0.531.

Evaluating individual indicators, teachers responsible for the educational growth of my pupils, scoring the highest with a mean of 4.55. This is closely followed by dedicate their passion to building the holistic formation of pupils with a mean of (4.52). Exert extra effort on my pupil's academic progress got the mean of 4.49. Craft programs and activities to improve pupil's learning outcomes got 4.45. While still rated "High," teachers' render extra mile to cater pupils' needs received the comparatively lowest score of 4.44.

These high competency levels are evident all throughout the evaluated teachers, as suggested by the comparatively low standard deviations across all variables (range from 0.597 to 0.619). With all markers falling within the higher end of the "High" range (3.50-4.49), this data reveals that elementary teachers possess a strong dedication to teaching.

The position of the teacher in the learning process activities is also very strategic in explaining a lesson. Because the teacher will determine the depth and breadth of the subject matter (Sodik, 2019). Consequently, teachers take full responsibility for the educational growth of the pupils. Teacher's take extra mile such as home visitation and crafting interventions necessary to address the pupil's diverse needs.

Table 17. Level of Teaching Commitment as to Commitment to School.

Indicators	Mean	SD	VI
1. show loyalty and dedication to school.	4.59	0.569	VH
2. contribute responsibly to school to attain success.	4.59	0.580	VH
3. give sincere service for further development.	4.60	0.568	VH
4. engage more in collaboration among colleagues to build a strong school community.	4.53	0.576	VH
5. support all PPA's crafted by the school to benefit all its clientele.	4.50	0.588	VH
Overall	4.56	0.504	VH

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderate); 3.50-4.49 (High); 4.50-5.0 (Very High).

High).

Based on the table below, elementary school teachers perform remarkably well when it comes to their dedication, particularly when it comes to devotion to school. According to the results, they are definitely in the "Very High " group with an overall mean score of 4.56 and a standard deviation of 0.504.

When evaluating individual indicators, teachers give sincere service for further development, scoring the highest with a mean of 4.60. This is closely followed by show loyalty and dedication to school and contribute responsibly in school to attain success are effectively executed with a same mean of (4.59). Engage more in collaboration among colleagues to build a strong school community (4.53). While still rated "Very High," teachers' support all PPA's crafted by the school to benefit all its clientele received the comparatively lowest score of 4.50.

These tremendous skill levels have been consistent throughout the evaluated teachers, as suggested by the comparatively low standard deviations across all indicators (range from 0.568 to 0.580). With all indicators falling within the upper end of the "Very High" range (4.50-5.0), this data shows that primary teachers have a strong commitment to their schools.

Teacher's commitment mirrors educators' feelings of loyalty and attachment to the organization in which they work (Meyer and Gagne, 2018). Teachers work even beyond teaching hours and exert more effort to achieve desirable educational goals. Teacher work engagement is significantly related to teacher self-efficacy and negatively anticipated burnout (Skaalvik and Skaalvik, 2014).

Table 18. Level of Teaching Commitment as to Commitment to Profession

Indicators	Mean	SD	VI
1. am passionate to teaching as a noble profession	4.56	0.585	Very High
2. uphold teaching profession code of conduct.	4.61	0.553	Very High
3. continuously adapt to professional growth and development through seminars and training.	4.57	0.549	Very High
4. am determined to achieve productivity in my career path and professional advancement.	4.54	0.563	Very High
5. demonstrate professionalism at all times.	4.57	0.548	Very High
Overall	4.57	0.482	Very High

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderate); 3.50-4.49 (High); 4.50-5.0 (Very High).

Based on the data presented, elementary teachers demonstrate a high level of teacher commitment, specifically in commitment to profession. The overall mean score of 4.57 with a standard deviation of 0.482 places them firmly in the "Very High" category according to the results.

Considering individual indicators, teachers uphold teaching profession code of conduct, scoring the highest mean of 4.61. This is followed by continuously adapt to professional growth and development through seminars and training and demonstrate professionalism at all times are effectively executed with a same mean of (4.57). Passionate to teaching as a noble profession (4.56). While still rated "Very High," teachers' am determined to achieve productivity in my career path and professional advancement received the comparatively lowest score of 4.54.

The relatively low rating level with standard deviations across all indicators (ranging from 0.548 to 0.585) imply that the ratings are consistent, indicating that these very high competency levels are

uniform among the teachers that were evaluated. This data reveals that elementary teachers possess strong teachers' commitment in Commitment to Profession, with all indicators falling within the higher end of the "Very High" range (4.50-5.0)

Altun (2017) expresses that teacher commitment has been considered a passion for work. While, Mart (2013) argues that passionate teachers are distinguished by their commitment to their students' achievement. Serin (2017) stated that one of the most important elements in the development of passion for teaching is teachers' commitment and dedication to students and their learning. Passionate teachers are strongly committed to their work and can inspire their students and awaken their desire to learn. In conclusion commitment to teaching is a noble profession.

Table 19. Significant relationship between the Teaching Competencies and Performance of Teachers

Teaching Competencies	Teacher's Performance			
	Content Knowledge and Pedagogy	Diversity of Learners Assessment and Reporting	Curriculum and Planning	Community Linkiages and Professional Growth and Professional Development
Professional Competencies				
• Subject Knowledge	0.735**	0.725**	0.681**	0.648**
• Knowledge of Learners	0.682**	0.768**	0.674**	0.609**
• Teaching Methodology	0.745**	0.752**	0.717**	0.661**
• Curriculum Knowledge	0.733**	0.766**	0.754**	0.719**
Social Competencies				
• Self-management	0.688**	0.715**	0.667**	0.663**
• Relationship management	0.748**	0.751**	0.710**	0.729**
• Decision making	0.773**	0.811**	0.767**	0.782**
Pedagogical Competencies				
• Communicative competence	0.721**	0.741**	0.723**	0.760**
• Action research management	0.486**	0.530**	0.562**	0.525**

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed). Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 19 illustrates the positive significant relationship between teaching competencies and

teacher's performance. It suggests that the more teachers perform these duties and functions. Strong competencies empower teachers to deliver high-quality instruction, which leads to improved student outcomes. This positive pattern contributes to teacher satisfaction, career growth and a more fulfilling teaching experience.

Knowledge provides the foundation, while skills offer the means to build upon it and achieve practical application. Teachers who demonstrate a solid understanding of the subject matter are capable of to answer questions from students, deliver accurate feedback, and effectively disseminate information.

According to constructivist philosophy, students acquire their knowledge through their own experiences in this medium (Elliott, 2000, p. 256). It is a mere fact that a strong foundation of knowledge and skills should be established beforehand among teachers so one could be able to give valid and reliable data and information that are beneficial to learners as well as practical based learning that would enable them to apply in their daily lives.

Strong instructional abilities turn difficult ideas into understandable and interesting educational opportunities. Lesson planning, classroom management, assessment design, and differentiated education are among the abilities of effective teachers. The above skills enable them to design engaging educational settings and support a variety of learners. Thus, profiling of learners is a must so teachers can give necessary interventions which are fitted to pupils individual and diverse needs.

To sum up, the findings of this research clearly show a strong correlation between teacher effectiveness and teaching competencies. It is evident from the data that teachers who are highly competent in pedagogical knowledge, classroom management, assessment, and communication are consistently more effective in improving student learning outcomes and classroom efficacy as a whole. This demonstrates how important it is to continue professional development and receive focused training in order to improve teaching competencies, which in response enhances the performance of pupils and creates a more positive learning environment. These key components teachers must possess are vital to students to making them a lifelong learner.

In addition to examining the possible moderating impacts of variables like student demographics and school context, more research could pinpoint the precise components of competency development that have the biggest influence on performance. In the end, funding teacher competency development is an effective investment in children's future learning success and the high quality of education as a whole.

Field competencies were deemed the most important competency. These competencies, defined as learning-teaching-related competencies, determine the framework of the knowledge and skills that teachers will gain. According to Nadia (2020), as cited by SELVI (2010), producing an effective education service in schools without curriculum competencies isn't easy. While, it is evaluated by the leaders of educational institutions, especially the school principal (Magdalena, 2020). Teachers with high performance will be passionate and try to improve their competence in planning, implementing, and evaluating learning to obtain optimal work results (Dewi, 2019). In the current field of work competencies are given much priorities and are well-addressed by capacitating teachers through trainings and engagement to any professional endeavor making teacher effective and efficient.

Table 20. Test of Mediating Relationship

Moderation Estimates

Dependent Variable: Teacher's Performance	Estimate	SE	95% Confidence Interval		Z	P
			Lower	Upper		
Teaching Competencies (TC)	0.810	0.0387	0.7338	0.886	20.90	<.001
Commitment to Students (CS)	0.258	0.0322	0.1948	0.321	8.01	<.001
TC * CS	0.188	0.0567	0.0770	0.299	3.32	<.001
Teaching Competencies (TC)	0.806	0.0378	0.7315	0.880	21.31	<.001
Commitment to Teaching (CT)	0.228	0.0294	0.1704	0.286	7.76	<.001
TC * CT	0.167	0.0555	0.0586	0.276	3.02	0.003
Teaching Competencies (TC)	0.809	0.0368	0.7373	0.881	22.02	<.001
Commitment to School (CSc)	0.245	0.0309	0.1846	0.306	7.94	<.001
TC * CSc	0.129	0.0519	0.0274	0.231	2.49	0.013
Teaching Competencies (TC)	0.828	0.0376	0.7542	0.902	22.00	<.001
Commitment to Profession (CP)	0.221	0.0331	0.1560	0.286	6.67	<.001
TC * CP	0.167	0.0581	0.0527	0.281	2.87	0.004

Table 20 illustrates the moderating role of teacher commitment in the relationship between Teaching Competencies and Teacher Performance.

The analysis explores how different levels of teacher commitment affect the connection between Teaching Competencies (independent variable) and Teacher Performance (dependent variable). Teaching Competencies show a strong positive influence on Teacher Performance, with effect estimates ranging from 0.806 to 0.828 across various models. This consistency underscores the importance of competencies in enhancing performance. The effects are highly statistically significant ($p < .001$), supported by substantial Z values ranging from 20.90 to 22.00. This indicates that teacher competencies are reliable predictors of overall performance in educational contexts. In summary, the analysis suggests that teacher commitment not only influences the relationship between teaching competencies and performance but also highlights the critical role that competencies play in achieving effective educational outcomes.

The various dimensions of Teacher Commitment function as moderating variables are shown in this relationship. Commitment to Students this dimension has the strongest moderating effect (0.258), suggesting a strong link between commitment to students and the effectiveness of teaching competencies, followed by Commitment to School at 0.245, Commitment to Teaching at 0.228, and Commitment to Profession at 0.221. All four commitment dimensions show statistical significance at the $p < .001$ level. This means that the observed effects are very unlikely to be due to chance, reinforcing the importance of teacher commitment in this relationship.

The interaction terms reveal how the impact of teaching competencies on performance varies depending on the level of commitment in each dimension. The interaction between Teaching Competencies and Commitment to Students is the most significant (0.188). This means that the positive relationship between competencies and performance is strongest when teachers have a high level of commitment to their students. This strong interaction indicates that when teachers are highly committed to their students, their teaching competencies have a greater impact on performance. This suggests that commitment to students acts as a catalyst, amplifying the effectiveness of teaching competencies. The other interactions (TC*CT, TC*CSc, TC*CP) show similar magnitudes around 0.167, suggesting that all forms of commitment enhance the effectiveness of teaching competencies on performance.

The narrow confidence intervals for all estimates indicate reliable results, particularly for the Teaching Competencies variable. Overall, this analysis suggests that while Teaching Competencies directly impacts Teacher Performance, this relationship is strengthened by various forms of Teacher

Commitment. Teachers who possess both strong teaching competencies and high commitment, especially commitment to students, are likely to demonstrate the highest levels of performance in their professional roles.

In the learning process, the teacher plays a very important role in generating or increasing students' attention. So that students can carry out learning activities better, both in the process and learning outcomes (Musa, 2016). Therefore, teachers always ensure students pay great attention to learning activities (Lubis, 2019).

Teachers performance greatly affects commitment to students, commitment to teaching, to school and commitment to the profession. Once the teacher is highly performing to his duties and responsibilities it ensures that his commitment to aforementioned variable is clearly visible, at hand and performing too which are favorable in making the learning process goals and aspirations achieved and successful.

Table 21. Relationship between three types of Teacher Competencies and overall Performance

Model Fit Measures

Model	R	R ²	Adjusted R ²	Overall Model Test			
				F	df1	df2	P
1	0.903	0.815	0.811	214	3	146	< .001

Omnibus ANOVA Test

	Sum of Squares	df	Mean Square	F	p
Professional Competencies	1.017	1	1.0167	23.5	< .001
Social Competencies	1.163	1	1.1628	26.9	< .001
Pedagogical Competencies	0.878	1	0.8782	20.3	< .001
Residuals	6.315	146	0.0433		

Note. Type 3 sum of squares

Model Fit Measures

Model	R	R ²	Adjusted R ²	Overall Model Test			
				F	df1	df2	P

Model Coefficients – Teacher's Performance

Predictor	Estimate	SE	95% Confidence Interval		t	p	Stand. Estimate
			Lower	Upper			
Intercept	0.123	0.1702	-0.213	0.460	0.725	0.470	
Professional Competencies	0.356	0.0733	0.211	0.501	4.848	< .001	0.336
Social Competencies	0.387	0.0747	0.240	0.535	5.185	< .001	0.383
Pedagogical Competencies	0.230	0.0510	0.129	0.330	4.506	< .001	0.254

The statistical analysis in Table 21 provides valuable insights into the relationship between teacher competencies and overall teacher performance. The regression model explains 81.5% of the variance in teacher performance ($R^2 = 0.815$). This indicates a strong correlation between the competencies assessed and the performance outcomes. The adjusted R^2 value of 0.811 suggests that the model is well-fitted without excessive complexity, as it is very close to the R^2 value. The F-test results ($F = 214$, $df1 = 3$, $df2 = 146$, $p < .001$) indicate that the model is statistically significant. This confirms that the combination of the three teacher competencies has a meaningful impact on teacher performance. Overall, the analysis suggests that the identified teacher competencies are important predictors of teacher performance, with the model demonstrating robustness and reliability.

Teaching competencies are fundamental to effective teaching performance. As teachers develop and refine their competencies—such as subject knowledge, instructional strategies, and classroom management—their ability to deliver successful teaching outcomes improves. This interdependence suggests that enhancing teacher competencies can lead to better performance in the classroom, ultimately benefiting student learning and engagement. Thus, the relationship between teaching competencies and performance is both significant and observable in educational settings.

Analysis reveals that teacher performance is significantly influenced by three competency types: social, professional, and pedagogical. Social competencies demonstrate the strongest impact, contributing approximately 38% to overall performance ($\beta = 0.387$, standardized estimate = 0.383, $p < .001$). Professional competencies follow closely, accounting for about 36% ($\beta = 0.356$, standardized estimate = 0.336, $p < .001$). Pedagogical competencies, while still significant ($\beta = 0.230$, standardized estimate = 0.254, $p < .001$), contribute a comparatively smaller percentage to teacher performance.

The intercept value of 0.123 is not statistically significant ($p = 0.470$), indicating that when all competency scores are theoretically zero, the predicted performance doesn't meaningfully differ from zero. This makes conceptual sense in the context of teaching performance. The relatively small residual mean square error (0.0433) further supports the conclusion that the model fits the data well. Overall,

these findings emphasize that effective teaching requires a combination of social, professional, and pedagogical competencies, with interpersonal and social skills potentially playing the most crucial role in determining teacher effectiveness.

3. Recommendations

In light of the findings and conclusion of the study, the following recommendations are given. The schools may more hold training sessions and seminars for school administrators so they can have opportunities to explore the interplay if teacher's commitment to teaching competencies and performance. To improve teacher's commitment, school administrators may implement a variety of leadership philosophies that are significant to teacher's continuous growth and development. Through benchmarking, school members can encourage teachers and other stakeholders to get involved in the leadership of the school by sharing their ideas and experiences for raising the performance of the schools and students, school administrators. Teachers may participate in decision-making processes to improve school performance and teacher's commitment. The findings of this study may serve as the foundation for future research on teacher's commitment, competencies and performance

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