Transactional Management, Transformational Leadership, Organizational Culture, and Teaching Competencies of Teachers in Basic Education

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ABSTRACT

There are concerns about teachers' pedagogical competencies in the Philippines due to reports of poor performance by Filipino students in various academic disciplines. Studies show that teaching has more impact than other factors like services, facilities, and even leadership. Therefore, this study examined the teaching competencies of elementary school teachers, and sought which among transactional management, transformational leadership, and organizational culture are its best predictor/s. Questionnaires, in the form of hard copies and Google Forms, were used as data collection tools after undergoing rigorous scientific testing to ensure accuracy and consistency. Using Raosoft sample size calculator and reliability

guidelines (Howard, 2016), this research study gathered information from 479 primary school teachers in two divisions: Gingoog City and Misamis Oriental. They were chosen using a proportionate stratified random technique. As implied by the results, it has been observed that teachers possess remarkable teaching competencies when planning, developing, and achieving desired outcomes. In addition, the teaching competencies of elementary teachers are significantly influenced by the levels of transactional management and transformational leadership exhibited by the school head, as well as the organizational culture they foster. They also demonstrate high confidence in their ability to impact student learning, effectively handle classroom management, actively engage in continuous professional development, and implement effective teaching strategies. The top predictors are cultural strength, achieving goals under organizational culture, and developing and changing under transformational leadership. All these predictors have a positive and direct impact on teaching competencies, which means that when these variables' levels increase, the teaching competencies also increase.

INTRODUCTION

Education is vital in the lives of the people and the community they belong. It is a foundation that supports both the small and large communities. It can transform these communities into thriving places where people live harmoniously together. However, education can be compromised by many factors. Evidence shows that there are countries where education is so poor that children do not learn to write, read and communicate well. One of these countries is the Philippines. For instance, in the 2018 Program for International Student Assessment (PISA), Philippines had the lowest reading and second-lowest scores in science and math among 79 participating nations (Haw et al., 2021). In 2022, PISA results show that while Philippines has improved from last year from being second-lowest among 79 countries to being fifth-lowest among 81 countries, it still indicates that education in the Philippines is still among the worst in the world (Acido & Caballes, 2024). Similarly, in Gingoog City division, where this particular study was conducted along with Misamis Oriental division, the Division Achievement Test in 2022 found that majority of learners from Grades 4-6 did not pass the minimum proficiency requirement in areas like Math, Science and Reading both in Filipino and English. Moreover in the study of Risonar et al. (2021), sixth graders in Gingoog City were found to lack solid general knowledge and wide vocabulary, which are pivotal in reading and in other academic areas.

While many factors affect learning, teaching has more impact on learning than other factors, including services, facilities, and even leadership (Opper,

2019). This means that teaching needs to focus more on these factors. Teaching itself can be affected by many other factors. According to Kanya et al. (2021), principal leadership, organizational culture and teachers' competence significantly affect teaching performance. Aside from that, transactional management and transformational leadership have been found to significantly affect teaching performance (Purwanto & Sulaiman, 2023).

According to Masika and Jones (2016), fostering organizational cultures that prioritize trust, open communication, teamwork, and diversity leads to improved teaching and student engagement, which was also highlighted by Patton and Parker (2017). Building strong connections within a team can enhance job satisfaction, productivity, and academic success (Kurdi et al., 2020).

Meanwhile, many other studies explored the impact of transactional management on teaching competencies. For one, the study by Slatten (2014) found that managers with good transactional management skills can enhance employee confidence by providing skill development opportunities, offering constructive feedback, and recognizing accomplishments.

On the other hand, transformational leadership enables teachers and students to establish clear objectives, present intellectual challenges, and offer personalized support (Hughes, 2014; Huang, 2016). Transformational leaders inspire their followers to step out of their comfort zones and create an impact (Pawar, 2016). They prioritize shared values, ambitious objectives, and personal and organizational development.

However, there is a scarcity of research exploring the influence of transactional management, transformational leadership, and organizational culture on the teaching competencies of teachers, specifically in basic education in Gingoog City and Misamis Oriental. So, this research was conducted based on the need to explore these factors influencing teaching competencies. This will help provide novel scientific knowledge about what factors mostly affect teaching competencies in Gingoog City, so appropriate means to address the problem will be sought. This, in general, will help learners achieve quality education.

Additionally, while researchers know that transactional management, transformational leadership, and organizational culture play a role in teaching effectiveness, they still need to dig deeper into how these factors work together. There is still a need to know which factors affect teaching competencies the most. This study, however, sought to know that. It is not entirely clear which factors matter most when it comes to teaching skills. For instance, some argue that transactional management is more effective than transformational leadership for improving teaching abilities (Reyes & Apostol, 2024). But it takes more research to understand the downsides of focusing too much on managing transactions,

especially how it impacts student motivation, creativity, and critical thinking (Dimitrijević, 2023). Moreover, even though we recognize how important it is for teachers to be culturally competent, there is still a gap in understanding how cultural factors specifically influence teaching skills and student outcomes, especially in diverse places like Gingoog City and Misamis Oriental in general.

Therefore, it is crucial to study teaching skills—they play a huge role in shaping students' academic growth and success, so we must address any gaps or weaknesses in teachers' abilities (Rissanen & Kuusisto, 2023).

While many factors affect learning, teaching has more impact on learning than other factors, including services, facilities, and even leadership (Opper, 2019). This means that teaching needs to focus more on these factors. Teaching itself can be affected by many other factors. According to Kanya et al. (2021), principal leadership, organizational culture, and teachers' competence significantly affect teaching performance. Aside from that, transactional management and transformational leadership have been found to significantly affect teaching performance (Purwanto & Sulaiman, 2023).

FRAMEWORK

This study utilized existing theories in transactional management, transformational leadership, organizational culture, and teaching competencies. Fundamental theories such as Frederick Herzberg's Two-Factor Theory, Bernard Bass' Transformational Leadership Theory, Edgar Schein's Organizational Culture Model, and Bandura's Social Cognitive Theory will provide the theoretical foundations for understanding the relationships and impacts of these variables on teaching competencies.

Transactional management is anchored on Frederick Herzberg's Two-factor theory, which suggests that specific factors can lead to job satisfaction among individuals (Muguongo et al., 2015). For instance, factors like salaries affect teaching performance (Tominez & Cruz, 2015). Meanwhile, in Bandura's Social Cognitive Theory, school heads with a high level of transactional management enhance teachers' confidence by providing skill development opportunities, offering constructive feedback, and recognizing accomplishments (Slatten, 2014). They also shape their teachers' attitudes and actions by setting clear expectations, demonstrating desired behaviors, and providing positive reinforcement for performance (Flores, 2018).

School heads with high transactional management possess various skills, including strategic planning, resource management, and operational efficiency, as stated in the study by Greer (2021). They cultivate an atmosphere that

cultivates open communication, encourages teamwork, and facilitates the sharing of perspectives among team members, supervisors, and stakeholders (Yue et al., 2021). They foster a culture of ongoing growth and elevate the quality of teachers' performance, leading to positive student outcomes (Curtis, 2013). Transformational leadership is anchored on Bass's Transformational Leadership which emphasizes the ability of influential leaders to inspire and motivate their followers. They create a compelling vision, set ambitious expectations, and offer intellectual stimulation and personalized support (Bass, 2015). Leaders who can inspire and motivate their followers often do so by demonstrating desired behaviors and encouraging self-belief (Huang, 2016).

In Bandura's Social Cognitive theory, transformative leaders can inspire and motivate their followers by exemplifying desired behaviors and nurturing self-efficacy beliefs (Lartey et al., 2023).

Romijn et al. (2021) explored the impact of professional development on teaching competencies and found that development and change under transformational leadership are essential in the teaching competencies of teachers. A study by Darling-Hammond et al. (2017) highlights the importance of professional development programs under transformational leadership in enhancing teaching skills. These programs often focus on supporting teachers in developing new skills, implementing innovative instructional strategies, and adapting to changing educational contexts.

According to McRae (2022), people who possess a high level of strategic and creative thinking think beyond conventional limits and actively seek inventive approaches to enhance teaching and learning methods. In addition, according to Smith (2017), people who excel in strategic thinking and decision-making possess a global mindset, are adept at managing information and knowledge, and are skilled in financial management. Cost control is considered a strategic and creative thinker. Meanwhile, those with high levels of leading and deciding abilities effectively offer guidance and act as role models for professional development; they impact the growth and performance of their team members; and they recognize the ever-changing nature of educational settings and adjust their leadership approach accordingly (Amanchukwu et al., 2015). Lastly, school heads possess a high level of transformational leadership in developing and changing and exhibit high adaptability and flexibility, which is important in effectively managing change and navigating educational environments (Day et al., 2016).

The organizational culture is based on Edgar Schein's Organizational Culture Model, which highlights the significance of an organization's shared values, beliefs, assumptions, and behaviors in shaping its culture (Peters et al., 2022).

Meanwhile, in Bandura's Social Cognitive Theory, organizational culture is shaped by the behaviors and actions of leaders, managers, and employees, mirrored by others in the organization (Morse, 2019). Leaders and managers can utilize social cognitive principles to strengthen desired cultural values and norms by demonstrating appropriate behavior, offering feedback and reinforcement, and fostering a culture of learning and growth (Kelder et al., 2015). Furthermore, ethical training and strong leadership can promote a positive organizational culture (Custodio, 2023).

Teachers in an organization with a high level of cultural strength have a deep understanding and appreciation of different cultures, which makes them good at teaching (Alvarez & Rodriguez, 2020; Byrd, 2016). In schools, having a robust cultural identity is crucial for fostering a sense of purpose, cultivating a positive environment, and attracting and retaining skilled educators (Bland et al., 2016). They clearly understand the purpose, approach, and strategy for a specific change, which implies that they demonstrate a strong sense of direction, a deep comprehension of the issue or opportunity, and a meticulously crafted plan (Goodnow, 2017).

Additionally, school heads with a high level of organizational culture in terms of cultural strength have a deep understanding and admiration for their community's wide range of talents and capabilities, leveraging their strengths, such as subject matter expertise, administrative skills, and community engagement (Cashman, 2017). In addition, with high level of cultural strength, they can cultivate inventive methods for addressing challenges, improve their professional growth, and foster constructive transformations within their schools (Sliwka, 2024).

On the other hand, teachers in an organization with a high level of achieving goals actively pursue and accomplish their goals tend to exhibit elevated teaching competency (Schutz & Francis, 2020). The are aware that setting specific, clear, and challenging yet attainable goals can provide individuals with a target to work towards, which helps to cultivate a culture of excellence (Ellemers, 2021). In addition, they consistently monitor the advancement towards these objectives and acknowledge achievements, which indicates that they foster a feeling of achievement and strengthen a favorable organizational atmosphere (Harzer, 2020).

School heads who possess a high level of organizational culture in terms of customer orientation value a customer-centric approach and are constantly looking for creative ways to improve their service. They always strive to find new ways to enhance the educational experience and outcomes for students and the entire school community, which is very important in school (Leithwood, Sun, &

Schumacker, 2020).

On the whole, competent educators have a thorough grasp of pedagogical principles and strategies applicable to their subject area, and they are always committed to improving their teaching methods by staying up-to-date with the latest research and incorporating innovative approaches (Allen & Penuel, 2015). Moreover, school heads with a high level of teaching competencies in terms of planning align their goals with curriculum standards and developmentally appropriate practices, which is important in teaching, according to Rizvi (2022). Lastly, school heads who demonstrate a high level of teaching competencies in terms of result grasp the significance of conveying learner objectives, utilizing adequate learning resources, and ensuring alignment between assessment and curriculum. They employ various assessment methods to assess students' learning outcomes, offering them prompt feedback to foster their learning and development (Paolini, 2015).

Figure 1. *Schematic Presentation of the Variables in the Study*
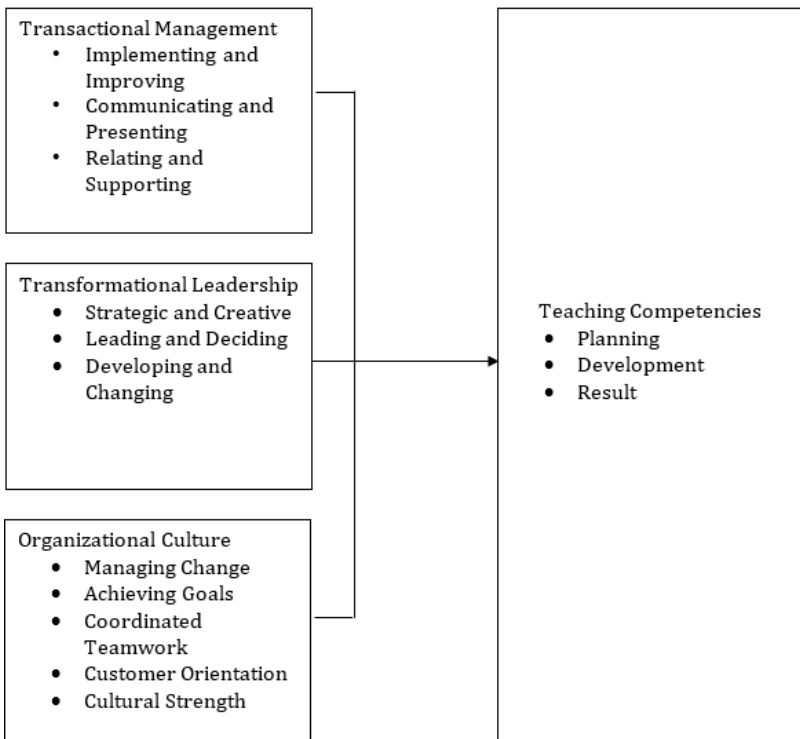
OBJECTIVES OF THE STUDY

This study sought to determine the influence of transactional management, transformational leadership, and organizational culture on the teaching competencies of the teachers in basic education and identify which among the independent variables has the biggest impact on teaching competencies.

METHODOLOGY

Research Design

This study employed descriptive-correlational and causal-comparative research designs. A descriptive study aimed to characterize a phenomenon and its traits. This study focused on the events rather than how or why they happened (Stillman & Brown, 2021). This type of study's data was gathered qualitatively and often statistically examined. Relationships were found using statistics like frequencies, percentages, and averages. In the context of this study, problems 1 to 4 utilized a descriptive research design. The descriptive-correlational study design proved helpful in examining the associations between the same variables in two populations or between the same variables in two groups of people (Sutherland., 2016). This type of design was necessitated by problems 5 to 6.

Respondents

The participants in this study included 823 teachers from 79 elementary schools in Gingoog City (DepEd-Gingoog, 2023) and over 4,122 elementary teachers from the Misamis Oriental division (DepEd-Misamis Oriental, 2023). This study utilized a probability sampling method, precisely a proportionate stratified random technique, to establish the sample size.

The table below shows how the respondents are distributed. Based on the data, the population consisted of 4,945 individuals, and a sample size of 357 was determined using the Raosoft sample size calculator (Raosoft, 2004). However, the sample size was increased to a minimum of 500 participants for greater reliability (Howard, 2016), aiming for a 95% confidence level, a 5% margin-of-error, and a 50% response distribution. Based on questionnaire returns, only approximately 479 participants were in the study.

Table 1
Distribution of Participants

Division	Population Size	Sample Size
Gingoog City	823	80
Misamis Oriental	4,122	399
TOTAL	4,945	479

Instrumentation

The data for this research was gathered through self-administered surveys using two different methods: hard copies (in-person) and google forms (online). The data for this study was collected using four sets of questionnaires. These questionnaires measured transactional management, transformational leadership, organizational culture, and teaching competencies of teachers in primary education.

The initial instrument was a transactional management assessment questionnaire based on Smith's work (2017), consisting of 15 competencies divided into three primary groups: implementing and enhancing, communicating and delivering, and relating and assisting. Every item was rated using a 5-point Likert scale. With a score of 0.934 (Cronbach's Alpha), suggesting that the questionnaire was reliable. The second instrument consisted of a transformational leadership assessment questionnaire from Smith (2017) with 15 competencies divided into three groups: strategic and creative, leading and deciding, and developing and changing. Every item was evaluated using a 5-point Likert scale. It showed a score of 0.926 (Cronbach's Alpha), implying that the questionnaire was reliable. The third instrument utilized was an organizational culture assessment questionnaire derived from Sashkin and Rosenbach (2013) which has 30 competencies categorized into functions such as managing change, achieving goals, coordinating teamwork, building a solid culture, and customer orientation. Every item was rated on a 5-point Likert scale. Showing a score of 0.943 (Cronbach's Alpha), it suggested that the questionnaire was reliable. The fourth instrument used in the study was a teaching competency assessment questionnaire. This questionnaire, adapted from Moreno-Murcia et al. (2014), consisted of 28 items divided into three factors: planning, development, and result. Every item was rated on a 5-point Likert scale. It revealed a score of 0.931 (Cronbach's Alpha), implying that the questionnaire was reliable.

Data Gathering

The researcher followed the University Research Protocol, obtaining clearance

from the University Research Ethics Board and approval from the university administration. Ethical protocols were maintained throughout the study, with an orientation for participants, detailed explanations of the Informed Consent Form, and Assent to ensure confidentiality was upheld. Participation was voluntary, and withdrawal was allowed; participants were not compensated. After everything was clear, the modified-adapted questionnaire was floated to participants, and the data gathered were tabulated, analyzed, and interpreted.

Statistical Treatment

For problem numbers 1, 2, 3, and 4, the researcher used descriptive statistics analysis, such as the mean and standard deviation, to measure teachers' preparedness and digital technology effectiveness in physical education. Problem 5 utilized Pearson r to identify the connection between preparedness and technology use. For problem 6, multiple linear regression was employed to accurately predict teachers' preparedness within the specific context of the Physical Educational Instructional Strategy.

RESULTS AND DISCUSSIONS

Problem 1. What is the level of transactional management of the participants' school head?

Presented in Table 2 is the overall result on the level of transactional management of the school head of the teachers based on their perception.

Table 2
Summary of the Level of Transactional Management

Indicators	Mean	SD	Interpretation
Implementing and Improving	4.34	.693	High
Communicating and Presenting	4.28	.680	High
Relating and Supporting	4.31	.674	High
Overall Mean	4.32	.645	High

With a mean of 4.34 (SD=.693, Normal) the finding indicates that the school heads possess a high level of transactional management in terms of implementing and improving. This means that they possess various skills, including strategic planning, resource management, and operational efficiency as stated in the study of Greer (2021).

Showing a mean score of 4.28 (SD=.680, Normal) also implies that the school heads possess a high level of transactional management in terms of

communicating and presenting. According to Yue et al. (2021), individuals who demonstrate exceptional proficiency in this area cultivate an atmosphere that cultivates open communication, encourages teamwork, and facilitates the sharing of perspectives among team members, supervisors, and stakeholders.

Lastly, the mean score of 4.31 (SD=.674, Normal) demonstrates a high level of transactional management in terms of relating and supporting. According to Curtis (2013), school heads with high levels of relating and supporting ability foster a culture of ongoing growth and elevate the quality of teachers' performance, leading to positive outcomes for students.

Problem 2. What is the level of transformational leadership of the participants' school head?

The second statement of the problem in this study aims to assess the extent to which teachers perceive the school heads as exhibiting transformational leadership qualities in terms of strategic and creative thinking, effective decision-making, and fostering growth and change.

Presented in Table 3 is the level of transformational leadership of school heads of the teachers based on their perception.

Table 3
Summary of the Level of Transformational Leadership

Indicators	Mean	SD	Interpretation
Strategic and Creative	4.30	.634	High
Leading and Deciding	4.28	.665	High
Developing and Changing	4.32	.664	High
Overall Mean	4.29	.631	High

The means score of 4.30 (SD=.634, Normal) suggests that the school heads have high level of transformational leadership in terms of strategic and creative abilities. According to McRae (2022), people with a high level of strategic and creative thinking think beyond conventional limits and actively seek inventive approaches to enhance teaching and learning methods. In addition, according to Smith (2017), people who excel in strategic thinking and decision-making possess a global mindset, are adept at managing information and knowledge, and are skilled in financial management. Cost control is considered a strategic and creative thinker.

With a mean of 4.28 (SD=.665, Normal), the school heads have a high level of transformational leadership in terms of leading and deciding. This means that they effectively offer guidance and act as role models for professional

development; they impact the growth and performance of their team members; and they recognize the ever-changing nature of educational settings and adjust their leadership approach accordingly (Amanchukwu et al., 2015).

Lastly, the data also shows that the school heads possess a high level of transformational leadership in terms of development and change, with a mean score of 4.3 (SD=664, Normal). They exhibit high adaptability and flexibility, which is important in effectively managing change and navigating educational environments (Day et al., 2016).

Problem 3. What is the level of organizational culture of the participants?

Table 4 presents the level of organizational culture of teachers in terms of managing change, achieving goals, coordinated teamwork, customer orientation, and cultural strength.

Table 4
Summary of Level of Organizational Culture

Indicators	Mean	SD	Interpretation
Managing Change	4.30	.598	High
Achieving Goals	4.29	.610	High
Coordinated Teamwork	4.31	.606	High
Customer Orientation	4.29	.627	High
Cultural Strength	4.32	.625	High
Overall Mean	4.30	.577	High

The table shows that the elementary teachers demonstrate a high level of organization culture in terms of managing change with a mean score of 4.30 (SD=.598, Normal). They clearly understand the purpose, approach, and strategy for a specific change, which implies that they demonstrate a strong sense of direction, a deep comprehension of the issue or opportunity, and a meticulously crafted plan (Goodnow, 2017).

The teachers also possess a high level of organizational culture in terms of achieving goals, with a mean score of 4.29 (SD=.610). The are aware that setting specific, clear, and challenging yet attainable goals can provide individuals with a target to work towards, which helps to cultivate a culture of excellence (Ellemers, 2021). In addition, they consistently monitor the advancement towards these objectives and acknowledge achievements, which indicates that they foster a feeling of achievement and strengthen a favorable organizational atmosphere (Harzer, 2020).

With a mean of 4.31 (SD=.606, Normal), the teachers clearly have a high level of organizational culture in terms of coordinated teamwork. They recognize the importance of a collaborative and cooperative mindset within teams for achieving superior team performance, indicating higher job satisfaction, increased productivity, and improved student outcomes (Kurdi et al., 2020).

The data also shows that the teachers possess a high level of organizational culture in terms of customer orientation with a means score of 4.29 (SD=.627, Normal). They value a customer-centric approach and are constantly looking for creative ways to improve their service, and they always strive to find new ways to enhance the educational experience and outcomes for students and the entire school community, which is very important in school (Leithwood, Sun, & Schumacker, 2020).

Lastly, the data shows a mean score of 4.32 (SD=.625, Normal), implying that the teachers have a high level of organizational culture in terms of cultural strength. They deeply understand and admire their community's wide range of talents and capabilities, leveraging their strengths, such as subject matter expertise, administrative skills, and community engagement (Cashman, 2017). In addition, with a high level of cultural strength, they can cultivate inventive methods for addressing challenges, improve their professional growth, and foster constructive transformations within their schools (Sliwka,2024).

Problem 4. What is the level of teaching competencies of the participants?

Table 5 presents the teaching competencies of public elementary school teachers. Of the three involved indicators of teachers' teaching competencies, development is the highest indicator with a mean of 4.40 (SD=.545, Normal), meaning, the teachers are aware that competent educators have a thorough grasp of pedagogical principles and strategies applicable to their subject area; and they are always committed to improving their teaching methods by staying up-to-date with the latest research and incorporating innovative approaches (Allen & Penuel, 2015).

Table 5

Summary of Level of Teaching Competencies

Indicators	Mean	SD	Interpretation
Planning	4.39	.569	High
Development	4.40	.545	High
Result	4.38	.576	High
Overall Mean	4.39	.553	High

With a mean score of 4.39 (SD=.569, Normal), the data indicates that elementary teachers also have a high level of teaching competencies in terms of planning. It means that they align their goals with curriculum standards and developmentally appropriate practices which is important in teaching according to Rizvi (2022).

Lastly, the teachers demonstrate a high level of teaching competencies in terms of results, with a mean score of 4.38 (SD=.576, Normal). This implies that they grasp the significance of conveying learner objectives, utilizing adequate learning resources, and ensuring alignment between assessment and curriculum. They employ various assessment methods to assess students' learning outcomes, offering them prompt feedback to foster their learning and development (Paolini, 2015).

Problem 5. Is there a significant relationship between the teaching competencies of the participants and:

        5.1   Transactional   management   of   their   school   head;

        5.2 Transformational leadership of their school head; and

        5.3 Their organizational culture?

The relevance of the association between teaching competencies and transactional management, transformational leadership and organizational culture is shown in Table 6. The correlation coefficients, p-values, judgment on the hypothesis at the level of significance of 0.05, and statistical interpretation are all included in the table.

Table 6

Correlation Analysis Between Teachers' Teaching Competencies and their Organizational Culture and the Transactional Management and Transformational Leadership of their School Head

Variables	Correlation Coefficient	P-Value	Interpretation
Transactional Management	.737**	.000	Significant
Transformational Leadership	.767**	.000	Significant
Organizational Culture	.833**	.000	Significant

The study's findings demonstrate a significant association between teachers' teaching competencies and transactional management. The results demonstrate a strong link between the two variables (r = .737**, p < .05). It appears that in education, the successful application of transactional management by school heads has positively affected teachers' teaching abilities. The hypothesis "There is no significant relationship between transactional management and teaching competencies of teachers" is therefore rejected. This aligns with Frederick Herzberg's Two-factor theory, which suggests that specific factors can lead to job

satisfaction among individuals (Muguongo et al., 2015). The data also found that the school heads having high level of transactional management, enhance teachers' confidence by providing skill development opportunities, offering constructive feedback, and recognizing accomplishments (Slatten, 2014). The results also suggest that with a high level of transactional management, the school heads can shape their teachers' attitudes and actions by setting clear expectations, demonstrating desired behaviors, and providing positive reinforcement for performance (Flores, 2018), which aligns with Bandura's Social Cognitive Theory.

Meanwhile, there is also a significant correlation between transformational leadership and teachers' teaching competencies (r = .767**, p < .05). This only means that teachers' teaching competencies are positively influenced by the transformational leadership of their school head. This means that the hypothesis "There is no significant relationship between transaformational leadership and teaching competencies of teachers" is therefore rejected. The teachers of Gingoog City and Misamis Oriental divisions, therefore, have a high level of teaching competencies because their school heads demonstrate a high level of transformational leadership. Transformational leadership enables teachers and students to establish clear objectives, present intellectual challenges, and offer personalized support (Hughes, 2014; Huang, 2016). This aligns with Bernard Bass's Transformational Leadership Theory, which emphasizes the ability of influential leaders to inspire and motivate their followers. They create a compelling vision, set ambitious expectations, and offer intellectual stimulation and personalized support (Bass, 2015). Leaders who can inspire and motivate their followers often do so by demonstrating desired behaviors and encouraging self-belief (Huang, 2016). The results are also consistent with Bandura's Social Cognitive theory, which states that transformative leaders can inspire and motivate their followers by exemplifying desired behaviors and nurturing self-efficacy beliefs (Lartey et al., 2023).

Lastly, the result of the study reveals that teacher's teaching competencies are significantly correlated with organizational culture (r = .833**, p < .05). The hypothesis "There is no significant relationship between organizational culture and teaching competencies of teachers" is rejected. Since the Pearson r value is positive, teachers' teaching competencies are affected by their organizational culture; if their organizational culture is strong, they are more likely to show competence in their teaching. Therefore, the teachers of both Gingoog City and Misamis Oriental divisions show high teaching competencies since they also have a solid organizational culture. According to Masika and Jones (2016), fostering organizational cultures that prioritize trust, open communication, teamwork, and diversity leads to improved teaching and

student engagement, which was also highlighted by Patton and Parker (2017).

This aligns with Edgar Schein's Organizational Culture Model, which highlights the significance of an organization's shared values, beliefs, assumptions, and behaviors in shaping its culture (Peters et al., 2022). The results are also consistent with Bandura's Social Cognitive Theory, which states that the organizational culture is shaped by the behaviors and actions of leaders, managers, and employees, mirrored by others in the organization (Morse, 2019). Leaders and managers can utilize social cognitive principles to strengthen desired cultural values and norms by demonstrating appropriate behaviour, offering feedback and reinforcement, and fostering a culture of learning and growth (Kelder et al., 2015).

Problem 6. Which among the independent variables influences the teaching competencies of the participants the most?

Depicted in Table 7 are the variables that significantly influence teacher's teaching competencies. The table features the unstandardized and standardized coefficients with statistical interpretation.

Table 7
The Variables that Best Predict Teacher's Teaching Competencies

Model	Unstandardized Coefficients		Standardized Coefficients	t-value	Sig
	B	Std. Error	Beta		
(Constant)	.908	.103		8.803	.000
Transformation Leadership: *Developing and Changing*	.182	.041	.219	4.445	.000
Organizational Culture: *Achieving Goals*	.232	.052	.256	4.448	.000
Organizational Culture: *Cultural Strength*	.240	.047	.271	5.060	.000

Two of the most influential variables of teaching competencies are variables of organizational culture; one factor that influences teaching competencies is transformational leadership, and no factor under transactional management influences teaching competencies. Meaning, the argument of Reyes and Apostol

(2024) that transactional management is more effective than transformational leadership for improving teaching abilities does not align with the results.

To be specific, according to the regression model, cultural strength is the most influential factor which us under transformational leadership in predicting teaching competencies, explaining a significant portion of the variance (27.1%). This indicates that teachers in the divisions of Misamis Oriental and Gingoog City have a deep understanding and appreciation of different cultures, making them good at teaching (Alvarez & Rodriguez, 2020; Byrd, 2016). In schools, having a robust cultural identity is crucial for fostering a sense of purpose, cultivating a positive environment, and attracting and retaining skilled educators (Bland et al., 2016).

The data also reveals that the ability to achieve goals is the second most influential factor in determining teaching competencies, accounting for 25.6% of the variability. This means that achieving goals positively impacts teachers' teaching competencies. This discovery is in line with a study conducted by Schutz and Francis (2020), which emphasized that teachers who actively pursue and accomplish their goals tend to exhibit elevated teaching competencies.

Lastly, developing and changing also significantly affect teachers' teaching competencies based on the regression model, accounting for 21.9% of the variance. This finding is consistent with research conducted by Romijn et al. (2021), who explored the impact of professional development on teaching competencies and found that development and change are essential in the teaching competencies of teachers. A study by Darling-Hammond et al. (2017) highlights the importance of professional development programs in enhancing teaching skills. These programs often focus on supporting teachers in developing new skills, implementing innovative instructional strategies, and adapting to changing educational contexts.

CONCLUSION

The school heads of elementary school teachers possess a firm grasp of transactional management and transformational leadership. On the other hand, elementary school teachers possess high levels of organizational culture and teaching competencies. Therefore, their teaching abilities are shaped by their school head's organizational culture and leadership style, making them effective educators.

They also demonstrate high confidence in their ability to impact student learning, effectively handle classroom management, actively engage in continuous professional development, and implement effective teaching strategies.

There are three best predictors of teaching competencies. The top predictor is

cultural strength, followed by achieving goals and developing and changing. All these predictors have a positive and direct impact on teaching competencies, which means that when these variables' levels increase, the teaching competencies also increase.

TRANSLATIONAL RESEARCH

The study's findings might be used to create a policy paper outlining an organized complete training program for instructors that includes a variety of digital technologies. These programs will develop a culture of technological integration and give ongoing assistance to instructors during the teaching and learning process.

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