

# Self-leadership strategies and competence among non-sectarian private secondary school teachers in Northern Samar

Rafanan, Sheila Marie G. ✉

University of Eastern Philippines, Philippines ([sheilamarierc@gmail.com](mailto:sheilamarierc@gmail.com))



ISSN: 2243-7703  
Online ISSN: 2243-7711

Received: 27 April 2025

Revised: 12 May 2025

Accepted: 18 May 2025

OPEN ACCESS

Available Online: 20 May 2025

DOI: 10.5861/ijrse.2025.25119

## Abstract

The implementation of the K–12 curriculum has transformed the Philippine education system, creating a heightened demand for qualified and competent teachers. With extended years of basic education and updated learning standards, it is now more critical than ever to ensure that educators are well-prepared and continuously improving their teaching strategies. This study explored whether teachers' instructional and personal-social competencies are influenced by their self-leadership strategies, specifically behavior-focused, natural reward, and constructive thought pattern strategies. Using a descriptive-correlational research design, data were collected from 95 teachers in private non-sectarian secondary schools in Northern Samar, all of whom are beneficiaries of the Government Assistance to Students and Teachers in Private Education (GASTPE), including ESC and TSS programs. The data, analyzed through Microsoft Excel and SPSS 16, showed that teachers demonstrated a high level of self-leadership across all three strategies. Pearson correlation analysis revealed significant relationships between self-leadership strategies and various competencies. Behavior-focused and natural reward strategies were associated with attributes like punctuality, judgment, integrity, and self-control, while constructive thought patterns primarily influenced punctuality. Self-leadership strategies were also significantly related to job satisfaction, particularly in role clarity and compensation, although factors like leadership and work environment showed no strong connection. Additionally, instructional competencies such as teaching, management, and guidance were linked to both self-leadership and organizational commitment, especially when driven by moral obligation. Organizational commitment showed strong ties to teaching and evaluation skills, though it had limited influence on planning. Personal and social traits like neatness, punctuality, and integrity were positively associated with commitment, particularly when driven by financial need or ethical responsibility. The findings highlight the importance of fostering self-leadership and organizational commitment to enhance teacher performance and satisfaction, while recognizing the role of external conditions in shaping teacher effectiveness.

**Keywords:** self-leadership, self-leadership strategies, teacher competence, job satisfaction, organizational commitment

## **Self-leadership strategies and competence among non-sectarian private secondary school teachers in Northern Samar**

### **1. Introduction**

The purpose of education is to develop individuals who accept social culture, have original ideas, are entrepreneurial, and have free and multifaceted thought. A creative person who leads, educates, advances, mentors, and learns from people they work with throughout time is a leader. A leader can influence the objectives and actions of the organization they are in charge of. Leaders should promote a culture where workers with a variety of personal traits can freely express themselves and believe that they are doing it voluntarily. The ability to lead others toward the accomplishment of a common goal is a key component of leadership. Because of this, the leader needs to have a distinct vision for the people or organization that they are guiding. Some essential qualities, such as self-discovery or self-mastery, and the mastery of the legal system, should be present in a competent leader.

Students' professional development is the responsibility of their teachers. They mold their students' attitudes and skill sets to prepare them for successful careers in their chosen fields. Since teachers express ideas based on their conceptions of the world, their ability to lead themselves is a crucial factor in determining how well students learn. Self-leadership is therefore a crucial component of good teacher leadership. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. Self-leadership is needed to carry out these tasks, so a teacher needs to have skills adapted to the tasks he/she is carrying out. Not only teaching but also being able to prepare everything related to learning activities, starting with preparing lesson plans, choosing learning media, using creative learning methods so that learning objectives are well conveyed to students, and conducting evaluations. Self-leadership is an important element in achieving maximum performance.

The DepEd division of Northern Samar ensures the quality performance of teachers in all schools, including private secondary schools, by conducting in-service training, monitoring and evaluation, and other teachers' development programs. This is done to address the urgent need for competent teachers, the changes brought about by various national and international frameworks, such as the K to 12 Reform, and the changing character of the 21st century learners. A specific example of these initiatives is their Division Memorandum No. 084, s. 2024, mandated and enacted in March 2024, which aimed to provide reasonable supervision and regulation to private schools in accordance with the 2010 Revised Manual Regulations for Private Schools in Basic Education, under Section 25. The said memorandum's purpose is to "highlight the fundamental state policies on education that are relevant to private schools". This aids the government's goal to raise competent and efficient teachers who will be able to instill values of competence and good leadership in learners who will soon integrate into society.

There is an urgent need for highly qualified educators. However, due to several issues in the schools, such as the lack of facilities and teaching resources, disputes with the administration, parents, and other students, teachers tend to become less competent and demotivated due to these difficulties. However, regardless of the various struggles that come with being a private school teacher, they stay for several reasons. Firstly, they have high levels of organizational commitment, which includes affective commitment, normative commitment, and continuance commitment. This means that they are dedicated to their schools and feel a sense of loyalty and obligation towards them. Additionally, private schools provide a positive and supportive school environment, including staff freedom, student support, professional interest, innovation, and participatory decision-making. This creates a conducive working atmosphere for teachers. Furthermore, private school teachers have good work ethics, including factors such as hard work, morality/ethics, centrality of work, and self-reliance. They are committed to their work and demonstrate strong values. Overall, the combination of organizational commitment,

a positive school environment, and strong work ethics contributes to the job satisfaction of teachers in private schools, making them more likely to stay in their positions.

The researcher believes that aside from a continuous monitoring and evaluation that the DepEd is implementing, and the effort of private school administrators to increase teachers' salary and other benefits, the dilemma of the decline of quality teachers and the need of highly competent teachers can also be resolved in a different way. A good administrators invest in their staff, make teachers feel comfortable, remain positive, support staff, are responsive, consider teachers' voices, put family first, work with staff to problem-solve, and provide resources and training, when needed, are also reasons teachers will stay and will exert much effort in their chosen field. Based from the study of Kiel, instructional, personal and social competencies were positively influenced by self-leadership. The researcher decided to replicate it, to apply relevant method and studies in other private schools not just only the mission schools of the Diocese of Catarman but also the non-sectarian private institutions.

In this study, the researcher attempted to find out the level of accuracy of self-leadership strategies, level of personal and social competencies, job satisfaction and organizational commitment of the teachers from private secondary schools in Northern Samar and correlate them to their instructional competencies. This study explores the relationship between teachers' self-leadership strategies and their professional competencies. Specifically, it examines the impact of behavior-focused strategies, natural reward strategies, and constructive thought pattern strategies on the instructional, personal, and social competencies of teachers in private non-sectarian secondary schools in Northern Samar. Through a descriptive-correlational research design, this study seeks to provide insights into how self-leadership contributes to teaching performance, job satisfaction, and organizational commitment—ultimately informing strategies for teacher development in the context of educational reform.

**Statement of the Problem** - This study explored the self-leadership strategies and competencies of teachers from non-sectarian private secondary schools in Northern Samar. Specifically, it sought to answer the following research questions:

- What is the level of self-leadership strategies among teachers in terms of behavior-focused, natural reward and constructive thought pattern strategies?
- What is the level of personal and social competencies of teachers?
- What is the level of job satisfaction of teachers?
- What is the level of organizational commitment of teachers?
- What is the level of instructional competencies of teachers?
- Is there a significant relationship between teachers' self-leadership strategies and their personal and social competencies, job satisfaction, and instructional competencies, as well as between organizational commitment and instructional competencies, job satisfaction and instructional competencies, and personal and social competencies and organizational commitment?

## 2. Methodology

**Research Design** - The study utilized a descriptive-correlational research design, which is ideal for exploring the relationships between dependent and independent variables. This approach allows the researcher to assess how various factors are connected and how they influence each other. The study aims to evaluate the levels of self-leadership strategies, personal and social competencies, job satisfaction, and organizational commitment among teachers from private non-sectarian secondary schools in Northern Samar. It will then examine how these factors correlate with the teachers' instructional competencies, providing insights into how self-leadership and other professional attributes impact teaching effectiveness.

**Population and Locale of the Study** - The population of this study comprised all the teachers from non-sectarian private secondary schools in Northern Samar. All the eight non-sectarian private schools were taken as participants of the study. The total number of teachers in these schools was 95. According to Sugiyono (2014:68), total enumeration sampling is a sampling technique where the whole members of population are treated as sample. Total enumeration sampling involves studying an entire population rather than a sample. It aimed to gather data from every individual in the population of interest to eliminate sampling bias.

**Research Instrument** - The data for this study was collected using a set of four questionnaires: the Revised Self-Leadership Questionnaire (RSLQ) by Houghton and Neck, the Performance Rating Sheet by Kiel (assessing personal and social competence and instructional competence), the Job Satisfaction Questionnaire by Keith Davis and Lera Fay Cotiangco, and the Organizational Commitment Scale by Allen and Meyer (1996). The RSLQ, a 35-item tool, measures self-leadership in three areas: behavior-focused strategies, natural reward strategies, and constructive thought pattern strategies, rated on a 5-point Likert scale. Personal and social competencies were assessed in areas like neatness, punctuality, cooperation, and emotional stability. Job satisfaction was evaluated based on role, compensation, leadership, social relationships, and work environment. Organizational commitment was measured in terms of affective, continuance, and normative commitment. Instructional competencies were assessed in planning, teaching, management, guidance, and evaluation skills.

**Data Gathering Procedure** - The researcher sought permission through a formal letter from the principal's office of each participating school. Once approval was granted, the researcher personally distributed the questionnaires, following a brief orientation about the survey. Respondents were urged to provide honest answers. The completed questionnaires were collected from the teacher participants one week later.

### 3. Results and discussions

Table 1 show that each of the strategies got a high rating. The mean of constructive thought pattern strategies is higher than the means of behavior-focused and natural rewards strategies. This finding suggests that teachers in private non-sectarian secondary schools were mentally prepared to deal with upcoming problems in the performance of their responsibilities. This means that teachers have to go through a process of influencing or leading themselves through deliberate control of their thoughts, as defined by Neck, Stewart, and Hanz. The adoption of behavior-focused and natural reward strategies, which are roughly equivalent, suggests that teachers enjoy their work and believe their teaching position to be inherently fulfilling. In other words, teachers are naturally driven to complete their tasks. According to Neck and Houghton, the results also imply that teachers should incorporate more pleasant and engaging structures or scenarios into a given work to make it more naturally rewarding.

**Table 1**

*Level of Accuracy of Self-Leadership Strategies*

| Self-leadership strategies   | Weighted Mean | Interpretation |
|------------------------------|---------------|----------------|
| Constructive thought pattern | 3.94          | High           |
| Natural Reward               | 3.74          | High           |
| Behaviour-focused            | 3.71          | High           |
| OVER-ALL MEAN                | 3.79          | High           |

Table 2 shows that among the personal and social competencies, good judgment and integrity got the highest rating of 3.79. This reveals that teachers are being honest, fair, and doing the right thing, treat everyone fairly and show respect to the students by listening to their ideas. They stick to their rules and are a good role model to others. Most of the items in personal and social competencies have means of approximate to the highest rating. This means that teachers were personally and socially competent in the over-all mean rating of 3.61 though attendance and punctuality, initiative and resources need a little exert in the part of teachers. This result affirms the study of McClelland which stated that competency involves not only cognitive ability but also dispositions such as self-awareness, self-regulation and social skills.

**Table 2***Personal and Social Competencies of Teachers*

| Personal/Social Competency             | Weighted Mean | Interpretation   |
|----------------------------------------|---------------|------------------|
| Good Judgment and Integrity            | 3.79          | Very good        |
| Cooperation and Responsibility         | 3.76          | Very Good        |
| Physical Health and Enthusiasm         | 3.68          | Very good        |
| Self-Control and Emotional Stability   | 3.64          | Very Good        |
| Christian Finesse and Spiritual Growth | 3.58          | Very good        |
| Neatness and Orderliness               | 3.54          | Very good        |
| Attendance and Punctuality             | 3.30          | Good             |
| Initiative and Resources               | 3.19          | Good             |
| <b>OVER-ALL MEAN</b>                   | <b>3.61</b>   | <b>Very good</b> |

In table 3 showed the summary of job satisfaction of teachers with an over-all mean of 3.60 which rated as 'much satisfied'. Teachers were much satisfied with their role as a part of the school; though they are in the private institutions, they were much satisfied with their compensation and benefits; much satisfied with their social relationships with other teachers that lead to much satisfaction also in their work environment. Recent research by Skaalvik, et al. supports this, emphasizing that strong collegial relationships and recognition significantly boost teachers' job satisfaction. However, teachers were 'satisfied' with the leadership of their school heads that got the lowest mean of 3.39 among the five criteria in the job satisfaction. This suggests that administrators can take steps to improve teacher job satisfaction. In summary, teachers demonstrate much satisfaction in their job which they see their value in the school, support from the administrators and promotes a positive and supportive environment.

**Table 3***Job Satisfaction of Teachers*

| Job Satisfaction                | Weighted Mean | Interpretation        |
|---------------------------------|---------------|-----------------------|
| Role Within the School          | 3.40          | Much satisfied        |
| Compensation and Benefits       | 3.62          | Much satisfied        |
| Leadership of School Heads      | 3.39          | Satisfied             |
| Social Relationship of Teachers | 3.66          | Much satisfied        |
| Work Environment of Teachers    | 3.93          | Much satisfied        |
| <b>OVER-ALL MEAN</b>            | <b>3.60</b>   | <b>Much satisfied</b> |

In table 4 presents the summary of the findings for organizational commitment of teachers. Data revealed that the teachers were very well committed in all the components of organizational commitment. The affective organizational commitment got the highest mean among the three categories with a mean of 4.20. This result suggests that teachers fostered affective organizational commitment that lead them to emotional attachment, loyalty, and commitment towards their school. This is supported by İlhami, et al., who emphasized that higher organizational commitment is strongly associated with greater job satisfaction and employee retention. In summary, it is indicated that teachers tend to be more satisfied with their jobs, leading to improved morale and reduced turnover. It is linked to better teacher performance, experienced lower levels of stress and leading to improved overall well-being.

**Table 4***Organizational Commitment of Teachers*

| Organizational Commitment             | Weighted Mean | Interpretation        |
|---------------------------------------|---------------|-----------------------|
| Affective Organizational Commitment   | 4.20          | Much committed        |
| Normative Organizational Commitment   | 3.75          | Much committed        |
| Continuance Organizational Commitment | 3.59          | Much committed        |
| <b>OVER-ALL MEAN</b>                  | <b>3.85</b>   | <b>Much committed</b> |

Table 5 presents the summary of the findings for instructional competencies of teachers. Data revealed that the teachers were very skilled in all the components on instructional competencies. Evaluation skills got the highest rating among other skills with a weighted mean of 4.21. This indicates that teachers gave importance in evaluating individual, class achievement and progress. Teachers were very competent in facilitating the learning

progress of students not only in the field of academics but also in guiding the learners through the development of their behaviours outside and inside the school premises as shown in their guidance skills. This finding aligns with research by QAHE, which highlighted the importance of evaluation skills in fostering student success. Additionally, teachers' ability to support both academic and behavioral development is supported by the work of Ahmad Dar, et al., who argued that effective guidance contributes to well-rounded student development. In summary, teachers in these schools demonstrates instructional competency that lead them to increase their confidence in their teaching abilities and may be more likely to pursue ongoing professional development and growth opportunities and it is supported by Ruzgar.

**Table 5**  
*Instructional Competency of Teachers*

| Instructional Competency       | Weighted Mean | Interpretation   |
|--------------------------------|---------------|------------------|
| Evaluation Skills              | 4.21          | Outstanding      |
| Guidance Skills                | 3.71          | Very good        |
| Planning/Organizational Skills | 3.59          | Very good        |
| Teaching Skills                | 3.59          | Very good        |
| Management Skills              | 3.51          | Outstanding      |
| <b>OVER-ALL MEAN</b>           | <b>3.73</b>   | <b>Very good</b> |

The test of relationship among self-leadership strategies and personal and social competencies reveals a correlation between independent and dependent variables. The behavior-focused strategy correlates with neatness, good judgment, and integrity. The natural reward strategy is associated with attendance, punctuality, initiative, good judgment, integrity, and self-control. The constructive thought pattern strategy is linked to punctuality. However, no significant correlation was found between self-leadership strategies and other competencies, suggesting these may be influenced by personal or environmental factors

**Table 6**  
*Relationship between self-leadership strategies and personal and social competencies*

| Personal and Social competencies       | Parameters          | Behavior-focused | Natural reward  | Constructive thought pattern |
|----------------------------------------|---------------------|------------------|-----------------|------------------------------|
| Neatness and orderliness               | Pearson Correlation | 0.498**          | 0.013           | 0.11                         |
|                                        | Sig. (2-tailed)     | 0.008            | 0.331           | 0.217                        |
|                                        | Interpretation      | Significant      | Not Significant | Not Significant              |
| Attendance and punctuality             | Pearson Correlation | 0.041            | 0.371**         | 0.347*                       |
|                                        | Sig. (2-tailed)     | 0.374            | 0.005           | 0.046                        |
|                                        | Interpretation      | Not Significant  | Significant     | Significant                  |
| Cooperation and responsibility         | Pearson Correlation | 0.101            | 0.094           | -0.088                       |
|                                        | Sig. (2-tailed)     | 0.501            | 0.38            | 0.401                        |
|                                        | Interpretation      | Not Significant  | Not Significant | Not Significant              |
| Initiative and resourcefulness         | Pearson Correlation | 0.131            | 0.573**         | ..074                        |
|                                        | Sig. (2-tailed)     | 0.38             | 0.000           | 0.189                        |
|                                        | Interpretation      | Not Significant  | Significant     | Not Significant              |
| Good judgment and integrity            | Pearson Correlation | 0.399**          | 0.437**         | 0.107                        |
|                                        | Sig. (2-tailed)     | 0.002            | 0.000           | 0.188                        |
|                                        | Interpretation      | Significant      | Significant     | Not Significant              |
| Self-control and emotional stability   | Pearson Correlation | -0.141           | 0.319*          | -0.077                       |
|                                        | Sig. (2-tailed)     | 0.071            | 0.028           | 0.591                        |
|                                        | Interpretation      | Not Significant  | Significant     | Not Significant              |
| Physical health and enthusiasm         | Pearson Correlation | 0.111            | 0.0898          | 0.131                        |
|                                        | Sig. (2-tailed)     | 0.348            | 0.222           | 0.284                        |
|                                        | Interpretation      | Not Significant  | Not Significant | Not Significant              |
| Christian finesse and spiritual growth | Pearson Correlation | 0.058            | 0.111           | 0.088                        |
|                                        | Sig. (2-tailed)     | 0.617            | 0.084           | 0.281                        |
|                                        | Interpretation      | Not Significant  | Not Significant | Not Significant              |

The test of relationship among self-leadership strategies and job satisfaction reveals a correlation between independent and dependent variables. The study reveals that self-leadership strategies significantly impact job satisfaction. Natural reward strategies, such as intrinsic motivation and behavior-focused strategies are linked to job satisfaction in roles within the school and compensation and benefits. However, constructive thought patterns

and external organizational factors like school head leadership, social relationships, and work environment do not show significant correlations, suggesting that these factors may be more influenced by external factors.

**Table 7**  
*Relationship between self-leadership strategies and job satisfaction*

| Job Satisfaction           | Parameters          | Behavior-focused | Natural reward  | Constructive thought pattern |
|----------------------------|---------------------|------------------|-----------------|------------------------------|
| Role within the school     | Pearson Correlation | 0.039            | 0.321           | 0.11                         |
|                            | Sig. (2-tailed)     | 0.547            | 0.002           | 0.419                        |
|                            | Interpretation      | Not Significant  | Significant     | Not Significant              |
| Compensation and benefits  | Pearson Correlation | 0.3235           | 0.352           | 0.091                        |
|                            | Sig. (2-tailed)     | 0.0231           | 0.0333          | 0.0597                       |
|                            | Interpretation      | Significant      | Significant     | Not Significant              |
| Leadership of school heads | Pearson Correlation | 0.022            | -0.084          | 0.107                        |
|                            | Sig. (2-tailed)     | 0.761            | 0.238           | 0.401                        |
|                            | Interpretation      | Not Significant  | Not Significant | Not Significant              |
| Social relationship        | Pearson Correlation | 0.073            | 0.051           | 0.131                        |
|                            | Sig. (2-tailed)     | 0.306            | 0.472           | 0.278                        |
|                            | Interpretation      | Not Significant  | Not Significant | Not Significant              |
| Work environment           | Pearson Correlation | 0.135            | 0.0723          | 0.059                        |
|                            | Sig. (2-tailed)     | 0.51             | 0.0823          | 0.212                        |
|                            | Interpretation      | Not Significant  | Not Significant | Not Significant              |

The test of relationship among organizational commitment and instructional competencies reveals that organizational commitment, significantly correlates with various instructional competencies, such as teaching, guidance, and evaluation skills. Those who feel a moral duty to stay tend to demonstrate effective instructional capabilities. Conversely, continuance commitment, the perceived cost of leaving, is only related to management skills. Affective organizational commitment is only associated with guidance skills, suggesting emotional attachment to the workplace. Planning and evaluation skills are not significantly influenced by organizational commitment.

**Table 8**  
*Relationship among organizational commitment and instructional competencies*

| Instructional Competencies | Parameters          | Affective organizational commitment | Continuance organizational commitment | Normative organizational commitment |
|----------------------------|---------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| Planning skills            | Pearson Correlation | 0.111                               | -0.077                                | 0.114                               |
|                            | Sig. (2-tailed)     | 0.0999                              | 0.277                                 | 0.611                               |
|                            | Interpretation      | Not Significant                     | Not Significant                       | Not Significant                     |
| Teaching skills            | Pearson Correlation | 0.19                                | 0.131                                 | 0.399                               |
|                            | Sig. (2-tailed)     | 0.05823                             | 0.333                                 | 0.009                               |
|                            | Interpretation      | Not Significant                     | Not Significant                       | Significant                         |
| Management skills          | Pearson Correlation | 0.088                               | 0.517                                 | 0.111                               |
|                            | Sig. (2-tailed)     | 0.084                               | 0.002                                 | 0.541                               |
|                            | Interpretation      | Not Significant                     | Significant                           | Not Significant                     |
| Guidance skills            | Pearson Correlation | 0.333                               | 0.111                                 | 0.645                               |
|                            | Sig. (2-tailed)     | 0.003                               | 0.2                                   | 0.017                               |
|                            | Interpretation      | Significant                         | Not Significant                       | Significant                         |
| Evaluation skills          | Pearson Correlation | 0.088                               | 0.0747                                | 0.585                               |
|                            | Sig. (2-tailed)     | 0.235                               | 0.353                                 | 0.004                               |
|                            | Interpretation      | Not Significant                     | Not Significant                       | Significant                         |

The test of relationship among job satisfaction and instructional competencies reveals that job satisfaction is positively correlated with various instructional competencies. Satisfaction with role is linked to planning, teaching, and guidance skills, while compensation and benefits are associated with teaching, management, and guidance skills. Strong leadership from school heads enhances planning and management skills. However, social relationships and work environment do not significantly impact instructional effectiveness, and evaluation skills are not influenced by job satisfaction, suggesting other factors may affect assessment-related competencies.

**Table 9***Relationship among job satisfaction and instructional competencies*

| Instructional Competencies | Parameters          | Role within the school | Compensation and benefits | Leadership of school heads | Social relationship | Work environment |
|----------------------------|---------------------|------------------------|---------------------------|----------------------------|---------------------|------------------|
| Planning skills            | Pearson Correlation | 0.455                  | 0.101                     | 0.452                      | 0.099               | -0.014           |
|                            | Sig. (2-tailed)     | 0.004                  | 0.587                     | 0.0333                     | 0.24                | 0.361            |
|                            | Interpretation      | Significant            | Not Significant           | Significant                | Not Significant     | Not Significant  |
| Teaching skills            | Pearson Correlation | 0.487                  | 0.291                     | 0.107                      | 0.013               | 0.104            |
|                            | Sig. (2-tailed)     | 0.011                  | 0.033                     | 0.277                      | 0.241               | 0.241            |
|                            | Interpretation      | Significant            | Significant               | Not Significant            | Not Significant     | Not Significant  |
| Management skills          | Pearson Correlation | 0.161                  | 0.378                     | 0.611                      | 0.0087              | 0.092            |
|                            | Sig. (2-tailed)     | 0.059                  | 0.002                     | 0.004                      | 0.277               | 0.232            |
|                            | Interpretation      | Not Significant        | Significant               | Significant                | Not Significant     | Not Significant  |
| Guidance skills            | Pearson Correlation | 0.381                  | 0.507                     | 0.099                      | 0.117               | 0.104            |
|                            | Sig. (2-tailed)     | 0.009                  | 0.017                     | 0.231                      | 0.55                | 0.334            |
|                            | Interpretation      | Significant            | Significant               | Not Significant            | Not Significant     | Not Significant  |
| Evaluation skills          | Pearson Correlation | 0.0908                 | 0.013                     | 0.102                      | 0.11                | 0.102            |
|                            | Sig. (2-tailed)     | 0.389                  | 0.214                     | 0.232                      | 0.274               | 0.244            |
|                            | Interpretation      | Not Significant        | Not Significant           | Not Significant            | Not Significant     | Not Significant  |

The test of relationship among self-leadership strategies and instructional competencies reveals a correlation between independent and dependent variables. Constructive thought pattern strategy significantly correlates with planning, teaching, management, and guidance skills. Behavior-focused strategy is associated with teaching and guidance skills. However, natural reward strategy and evaluation skills do not show significant correlations, suggesting that assessment-related competencies may depend on factors like training, experience, or institutional support.

**Table 10***Relationship among self-leadership strategies and instructional competencies*

| Instructional Competencies | Parameters          | Behavior-focused | Natural reward  | Constructive thought pattern |
|----------------------------|---------------------|------------------|-----------------|------------------------------|
| Planning skills            | Pearson Correlation | 0.109            | 0.092           | 0.598                        |
|                            | Sig. (2-tailed)     | 0.333            | 0.23            | 0.004                        |
|                            | Interpretation      | Not Significant  | Not Significant | Significant                  |
| Teaching skills            | Pearson Correlation | 0.588            | 0.122           | 0.741                        |
|                            | Sig. (2-tailed)     | 0.003            | 0.092           | 0.0001                       |
|                            | Interpretation      | Significant      | Not Significant | Significant                  |
| Management skills          | Pearson Correlation | 0.105            | 0.119           | 0.409                        |
|                            | Sig. (2-tailed)     | 0.423            | 0.303           | 0.011                        |
|                            | Interpretation      | Not Significant  | Not Significant | Significant                  |
| Guidance skills            | Pearson Correlation | 0.339            | 0.102           | 0.559                        |
|                            | Sig. (2-tailed)     | 0.009            | 0.542           | 0.003                        |
|                            | Interpretation      | Significant      | Not Significant | Significant                  |
| Evaluation skills          | Pearson Correlation | 0.0912           | 0.119           | 0.101                        |
|                            | Sig. (2-tailed)     | 0.550            | 0.44            | 0.399                        |
|                            | Interpretation      | Not Significant  | Not Significant | Not Significant              |

The test of relationship among personal and social competencies and organizational commitment reveals that personal and social competencies, such as neatness, punctuality, good judgment, and integrity, significantly influence organizational commitment. Employees with high organizational and discipline are more likely to stay in an institution due to financial necessity or moral obligation. Good judgment and integrity are associated with affective and continuance commitment, while physical health and enthusiasm are linked to all three types.

However, factors like cooperation, responsibility, initiative, self-control, and spiritual growth do not show significant correlations with organizational commitment, suggesting that these competencies may not necessarily influence an individual's decision to stay.

**Table 11***Relationship among personal and social competencies and organizational commitment*

| Personal and Social competencies       | Parameters          | Affective organizational commitment | Continuance organizational commitment | Normative organizational commitment |
|----------------------------------------|---------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| Neatness and orderliness               | Pearson Correlation | 0.104                               | 0.448                                 | 0.498                               |
|                                        | Sig. (2-tailed)     | 0.422                               | 0.003                                 | 0.002                               |
|                                        | Interpretation      | Not Significant                     | Significant                           | Significant                         |
| Attendance and punctuality             | Pearson Correlation | 0.105                               | 0.11                                  | 0.444                               |
|                                        | Sig. (2-tailed)     | 0.443                               | 0.44                                  | 0.004                               |
|                                        | Interpretation      | Not Significant                     | Not Significant                       | Significant                         |
| Cooperation and responsibility         | Pearson Correlation | 0.094                               | 0.083                                 | -0.102                              |
|                                        | Sig. (2-tailed)     | 0.444                               | 0.333                                 | 0.733                               |
|                                        | Interpretation      | Not Significant                     | Not Significant                       | Not Significant                     |
| Initiative and resourcefulness         | Pearson Correlation | -0.011                              | -0.101                                | -0.088                              |
|                                        | Sig. (2-tailed)     | 0.42                                | 0.499                                 | 0.411                               |
|                                        | Interpretation      | Not Significant                     | Not Significant                       | Not Significant                     |
| Good judgment and integrity            | Pearson Correlation | 0.384                               | 0.388                                 | 0.111                               |
|                                        | Sig. (2-tailed)     | 0.01                                | 0.011                                 | 0.531                               |
|                                        | Interpretation      | Significant                         | Significant                           | Not Significant                     |
| Self-control and emotional stability   | Pearson Correlation | 0.101                               | 0.119                                 | -0.099                              |
|                                        | Sig. (2-tailed)     | 0.333                               | 0.442                                 | 0.441                               |
|                                        | Interpretation      | Not Significant                     | Not Significant                       | Not Significant                     |
| Physical health and enthusiasm         | Pearson Correlation | 0.409                               | 0.471                                 | 0.591                               |
|                                        | Sig. (2-tailed)     | 0.001                               | 0.02                                  | 0.013                               |
|                                        | Interpretation      | Significant                         | Significant                           | Significant                         |
| Christian finesse and spiritual growth | Pearson Correlation | 0.083                               | 0.11                                  | 0.103                               |
|                                        | Sig. (2-tailed)     | 0.617                               | 0.244                                 | 0.281                               |
|                                        | Interpretation      | Not Significant                     | Not Significant                       | Not Significant                     |

#### 4. Conclusions and recommendations

The study revealed that teachers in non-sectarian private secondary schools in Northern Samar possess strong self-leadership skills—particularly in constructive thought patterns—and are largely intrinsically motivated. They also demonstrate high levels of integrity and sound judgment, although improvements in punctuality and initiative are suggested. Teachers reported high job satisfaction, especially regarding their roles and compensation, though satisfaction with school leadership was lower. Affective organizational commitment was notably strong among the teachers. Their instructional competencies, particularly in evaluation and guidance, were also high, reflecting confidence and a commitment to growth. Self-leadership strategies showed significant correlations with personal and social competencies, job satisfaction, and instructional effectiveness, highlighting the importance of motivation and self-management. Job satisfaction positively influenced teaching skills, especially when supported by fair compensation and effective leadership. Organizational commitment, especially normative and continuance types, was linked to improved instructional abilities. Furthermore, teachers with strong ethical values, punctuality, and enthusiasm also tended to be more committed to their organizations. Based on the findings, it is recommended that schools continue promoting self-leadership, personal and social competencies, and job satisfaction through goal-setting, supportive leadership, and professional development. Teachers should maintain strong instructional skills and align their work with school values. Schools should provide clear roles, fair compensation, and a positive work environment to strengthen commitment and performance. Integrating self-leadership training can further enhance motivation, behavior, and teaching effectiveness.

## 5. References

- Bakytgul, A., Tashkeyeva, G., Idrissov, S., Bilyalova, Z., and Sadirbekova, D. (2016). Professional competence of a teacher in higher educational institution. <https://files.eric.ed.gov/fulltext/EJ1114607.pdf>
- Bandura, A. (1991). Social cognitive theory of self-regulation. *organizational behavior and human decision processes*. [https://doi.org/10.1016/0749-5978\(91\)90022-LA](https://doi.org/10.1016/0749-5978(91)90022-LA)
- Brenner, C. A. (2022). Self-regulated learning, self-determination theory and teacher candidates' development of competency-based teaching practices. <https://slejournal.springeropen.com/articles/10.1186/s40561-021-00184-5>
- Courtright, S., Manz, C.C., and Stewart, G. (2019). Self-leadership: a paradoxical core of organizational behavior. *Annual Review of Organizational Psychology and Organizational Behavior* Vol. 6:47-67. <https://www.annualreviews.org/doi/10.1146/annurev-orgpsych-012218-015130>
- Culduz, M. (2023). The impact of educational leadership in improving the learning experience.
- Dar, R. A. and Peer, N. (2022). Importance of guidance and counseling in effective teaching and learning in school. *International Journal of Scientific Research* 4(6):123 126.
- De Jong, T., Wiezer, N, de Weerd, M., Nielsen, K., Mattila-Holappa, P. and Mockało, Z. (2015). The impact of restructuring on employee well-being: a systematic review of longitudinal studies.
- Domingo, N. (2005). Employee's tardiness: An outcome of organizational commitment. [https://repository.cpu.edu.ph/bitstream/handle/20.500.12852/109/SGS\\_MBA\\_DomingoNP\\_2005\\_Ab.pdf?sequence=1&isAllowed=y](https://repository.cpu.edu.ph/bitstream/handle/20.500.12852/109/SGS_MBA_DomingoNP_2005_Ab.pdf?sequence=1&isAllowed=y)
- Flentge, A.B. (2021). Why do teachers stay? exploring teacher retention in urban schools.
- Houghton, J. (2022). The revised self-leadership questionnaire: Testing a hierarchical factor structure for self-leadership.
- İlhami Y. and Bektaş, C.( 2022). Job satisfaction, organizational commitment and demographic characteristics among teachers in turkey. Bektaş.
- Kolakowski, M., Royle, T., Walker, E. and Pittman, J. (2020). Reframing employee well-being and organizational commitment. <https://articlegateway.com/index.php/JOP/article/view/3689>
- McClelland, D.C. (1998). "Identifying competencies with behavioural event interviews." *Psychological science*. <https://doi.org/10.1111/1467-9280.00065>
- Mutesasira I, G. and Marongwe N. (2024). Motivation strategies for enhancing teacher performance and wellness in post-COVID-19 rural South African schools. <https://www.ijopr.com/download/motivation-strategies-for-enhancing-teacher-performance-and-wellness-in-post-covid-19-rural-south-14259.pdf>
- Neck, C.P., Stewart, G.L. and Manz, C. C. (1995). "Thought self-leadership as a framework for enhancing the performance of performance appraisers," Published Dissertation. *Journal of applied behavioural science* 31 (3), P. 281.
- QAHE. (n.d.). The importance of academic evaluation and assessment in education. Quality assurance in higher education. <https://www.qahe.org/article/the-importance-of-academic-evaluation-and-assessment-in-education/>
- Radu, C. (2023). Fostering a Positive Workplace Culture: Impacts on Performance and Agility.
- Rengin Z., Çiftçi, H. and Duran, A. (2020). Analysing the relationship between pre-service preschool teachers' self-leadership skills and motivation to teach. <https://files.eric.ed.gov/fulltext/EJ1246381.pdf>
- Ruzgar, E. (2021). A descriptive analysis of good teaching and good teachers from the perspective of preservice teachers. i.e.: inquiry in education: Vol. 13: Iss. 2, Article 14. <https://digitalcommons.nl.edu/ie/vol13/iss2/14>
- Sjoblom, K., Juutinen, S. and Mäkikangas, A.(2022). The Importance of self-leadership strategies and psychological safety for well-being in the context of enforced remote work. <https://www.mdpi.com/2078-1547/13/1/14>