Assessing the Professional Skills and Teaching Engagement among Elementary School Teachers, Division of Sulu: Teacher's Perspective

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*ABSTRACT***.** This research investigated the extent of professional skills and teaching engagement among elementary educators within the Division of Sulu for the academic year 2024–2025. Utilizing a descriptive-correlational research approach, the study followed the framework outlined by Bless and Higson-Smith (1995), which views research framework used as a structured guide for data collection, analysis, and interpretation. The study focused on elementary school teachers employed during the specified school year, regardless of their rank or employment status. A purposive non-probability sampling technique was applied, selecting 200 teacher-respondents based on their availability. The sample was carefully chosen to reflect diversity in gender, age, civil status, years of service, and educational background. Findings revealed that the teachers generally possess a high degree of professional competence and exhibit strong engagement in their teaching roles. While gender and educational attainment showed significant effects on professional skills, no demographic variables had a notable influence on teaching engagement. Furthermore, a moderate a favorable connection was noted between professional skill levels and teaching engagement, suggesting that educators with stronger professional capabilities are more likely to demonstrate higher engagement in their work. These results reinforce established models of professional development and underscore the value of advanced education in shaping teacher perspectives.

KEYWORDS: Professional Skills, Teaching Engagement, Teacher, Perspective

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Introduction

In the dynamic and constantly evolving global educational landscape, the role of educators extends far beyond simply delivering content. Teachers are essential in shaping the intellectual, social, and emotional growth of students, necessitating a broad and comprehensive set of professional skills. According to the Organization for Economic Cooperation and Development (OECD), teacher effectiveness has become a central focus in education policy, as many nations now recognize teaching as one of the most crucial school-related factors influencing student achievement. This importance is reflected in studies by Chavez (2023) who highlights the integral

relationship between academic integrity and humanized teaching, which are key components in evaluating a teacher's professional effectiveness.

This study delves into the key competencies required for effective teaching, including managing learning environments, developing outcomes, assessment, curriculum design, delivering instruction, offering support and guidance to students, fostering a professional atmosphere, adapting to new technologies, and engaging in ongoing professional development (Asio, Riego, and Lapuz, 2019). By examining these competencies, the study aims to explore their influence on student involvement and academic achievement. Moreover, it emphasizes the significance of adaptability, collaboration, and ongoing professional growth in creating an inclusive and dynamic educational environment. As the demands placed on educators increase, a deeper understanding of these professional skills is critical to addressing the challenges of modern classrooms and fostering lifelong learning among students. Chavez et al. (2023) further discuss how teacher engagement and support strategies can motivate students, particularly through parental support in learning, which aligns with the importance of collaboration in enhancing educational outcomes.

In the Philippine context, the Department of Education (DepEd) has incorporated these competencies into its Basic Education reform agenda. According to Molano (2020), the program aims to produce well-rounded individuals who have crucial 21st-century competencies, including life and career abilities, learning and innovation capabilities, communication proficiencies, and media and technology expertise. These objectives align with the qualities that teachers must embody to succeed in meeting these educational goals, including empathy, trust, cooperation, strong management skills, deep subject knowledge, creativity, communication skills, exemplary conduct, and patience (Ilaltdinova, E.Y. et al., 2018). Moreover, Ilaltdinova et al. (2018) emphasize that skilled and knowledgeable teachers can inspire students' curiosity, autonomy, and cognitive engagement. A great teacher not only possesses expertise in their subject area but also has the willpower to manage students both inside and outside the classroom effectively.

Chavez (2023) further notes that effective teaching practices are often influenced by external factors such as socio-economic challenges, where issues like disrupted income among women educators during the pandemic have had profound effects on their teaching engagement (Chavez, Del Prado, Estoque, 2023). Additionally, the ability to adapt to technological changes and maintain ethical teaching practices are essential competencies, as highlighted by Chavez, Cuilan, and Mannan (2024), who explore the ethical dilemmas associated with teaching in the digital age. Moreover, the communication skills of teachers, as discussed by Chavez, Cuilan, and Soliva (2024), play a pivotal role in both in-person and online teaching environments, underscoring the importance of teachers' verbal and non-verbal communication strategies in engaging students.

To address the gap in understanding how teachers' professional skills and engagement impact learners' academic, social, and emotional development, this study was designed to provide empirical data on the professional skills and teaching participation of elementary school teachers in the Division of Sulu.

Research Questions

This study aimed to ascertain the impact of social media Language Exposure on the Spelling Ability of English Language among MSU – Sulu Senior High School Students. Notably, the following queries were sought:

1. What is the demographic profile of the respondents in terms of:
1.1 Age;
1.2 Gender;

1.3 Strand; and
1.4 Grade Level?

2. What is the level of influence of Social Media Language exposure on the spelling ability of English Language among MSU – Sulu Senior High School students in terms of:
2.1 Social Media Usage;
2.2 Usage of Cyber slang; and
2.3 Transfer to Academic Writing?

3. Is there a significant difference in the level of influence of Social Media Language exposure on the spelling ability of English Language among the respondents when data are categorized in accordance to their age, gender, strand, and grade level?

4. Is there a notable correlation among the subcategories included under the level of influence of Social Media Language exposure on the spelling ability of English Language among MSU – Sulu Senior High School students in terms of: social media usage, usage of Cyber slang, and transfer to Academic Writing?

Foreign Literature and Studies

Digital Tools and Sustainable Education. Ovcharuk et al. (2020) examined how European teachers use digital tools to foster sustainable education, focusing on areas like entrepreneurship, civic education, and STEM. Their study revealed that teachers' awareness of the necessity to enhance their digital skills has grown, as they recognize the importance of continuous self-development in line with the UN's 2030 Agenda for Sustainable Development. Such technological innovations not only address the needs of educators and students but also aid in identifying digital competence gaps, offering insights into teacher professional development.

Instructional Supervision and Teacher Perceptions. Deniz and Erdener (2020) explored instructional supervision behaviors of school administrators through a survey of 1,237 teachers across the provinces of Balıkesir and Bursa in Turkey. Their findings indicated that school principals conducted instructional supervision infrequently. The study emphasized the need for a more collaborative approach, where teachers are recognized in the feedback process, fostering an environment of mutual growth.

Mensah et al. (2020) examined educators' views on instructional supervision in Ghanaian public schools. Through a mixed-methods approach, they found that clinical supervision was the most frequently used method, and teachers valued the interpersonal relationships built during supervision. However, challenges such as supervisor incompetence and workload were identified, suggesting that professional training and support are crucial for improving instructional practices.

Computational Thinking and Assessment. Tang et al. (2020) systematically reviewed empirical studies on computational thinking (CT), which remains an essential aspect of modern education. Their analysis of 96 journal articles revealed that the majority of CT evaluations emphasize programming abilities, while others measure students' CT dispositions. The findings underscored the need for further research to enhance CT assessments for high school students, college students, and teachers' training and growth initiatives for professionals.

Teacher Competence Frameworks for 21st Century Education. Caena and Redecker (2019) discussed the need for teachers to continuously update their skill sets to meet the evolving educational landscape. They emphasized the DigCompEdu, or the European Framework for Digital Competence of Educators, is a structured guideline aimed at supporting teachers in developing the digital skills necessary for effective teaching in the modern, technology-driven

classroom as an example of how frameworks can align with institutional needs while fostering the growth of digital literacy among teachers and students. This approach provides teachers with the necessary tools to engage 21st-century learners and adapt to ongoing technological changes.

The Role of Instructional Supervision in Teacher Competency. Ismaila et al. (2019) conducted a study in Malaysia to assess the relationship between instructional supervision and teaching competency. Their findings indicated a positive correlation, particularly in the areas of research and evaluation. The study suggested fostering a culture of research among principals to enhance the quality of instructional supervision and teaching competency.

Professional development for online and blended Learning. Philipsen et al. (2019) conducted a systematic meta-aggregative review on teacher professional development (TPD) for online and blended learning environments. Their research identified key components of effective TPD strategies for online learning, underscoring the importance of targeted, contextualized professional development for teachers in these environments.

Guidance and Counseling Teachers' Professional Competencies. Supriyanto et al. (2019) investigated the professional competencies required for guidance and counseling teachers. They proposed key indicators for evaluating counselor competence, such as the ability to conduct and design research, further illustrating the significance of continuous professional development in specialized fields of education.

Lesson Study and Teacher Development. Coenders and Verhoef (2019) examined the professional development benefits of Lesson Study for both beginning and experienced teachers. Their study revealed that the collaborative process of designing and teaching lessons through Lesson Study helped both groups improve their pedagogical content knowledge (PCK), contributing to more effective teaching practices.

Hanushek, Piopiunik, and Wiederhold (2018) investigated the link between teacher cognitive abilities and student performance in 31 countries. Their study found that variations in teacher cognitive abilities significantly impact student outcomes, emphasizing the need for higher cognitive standards among educators to address international student performance gaps.

In-Service Training and Early Childhood Education. Egert, Fukkink, and Eckhardt (2018) carried out a meta-analysis to assess the effect of in-service training on teacher performance professional development programs for early childhood education (ECE) teachers. Their findings showed that these programs positively impacted classroom assessment scores and children's development outcomes, suggesting that teacher training programs have a significant impact on enhancing both teaching quality and early childhood outcomes.

Informal Professional Development for School Leadership. Abonyi (2017) studied the connection between professional growth and instructional supervision among head teachers in Ghana. The results indicated that informal professional development activities were more influential than formal ones in improving instructional supervision skills. This finding suggests that on-the-job learning experiences are vital for developing supervisory skills in educational leaders.

Social and Emotional Competence of Teachers. Jennings et al. (2017) assessed the effectiveness of the CARE for Educators initiative, which focused on enhancing The ability of teachers to manage their emotions and interact effectively with others through mindfulness-based professional development. The study revealed that the program had a significant impact on enhancing teachers' emotional regulation and classroom management skills interactions, contributing to a positive and a nurturing learning atmosphere.

Principal Leadership and Teacher Efficacy. Hallinger et al. (2017) investigated how the study examined how principal self-efficacy and instructional leadership impact teacher efficacy and commitment in Iranian schools. It revealed strong, positive correlations between the leadership actions of principals, teacher collective efficacy, and organizational commitment. highlighting the crucial role of leadership in fostering effective teaching and enhancing teacher motivation.

These studies collectively highlight the critical role for continuous professional growth, teaching oversight, and the integration of digital tools in improving teaching effectiveness, teacher competence, and overall educational outcomes. Whether through technological advancements, targeted teacher training, or leadership development, these approaches are essential to addressing the changing requirements of educators and students in the modern educational landscape.

Local Literature and Studies

Professional Competence of Mathematics Teachers. Baltar (2023) conducted a study titled "Using Principal Component Regression Analysis to Explore Professional Competence of Mathematics Teachers," which explored the measurement of secondary mathematics teachers' professional competence. The research aimed to reduce various cognitive and affective-motivational characteristics into components using principal component analysis. The results revealed that 27 components were extracted, and those only the components with loadings above 0.300 were included in the principal component regression, although the final model revealed two predictors that were not statistically significant.

Purpose of Higher Education Beyond Professional Skills. Trinidad, Razc, and Magsalin (2021) investigated the purpose of higher education beyond professional skills in their research, "More than Professional Skills: Student Perspectives on Higher Education's Purpose." Their study highlighted that while students recognize the qualification purpose of higher education, it also serves to socialize students and encourage independent thinking. They emphasized that this broader perspective could influence how universities assess and enhance education quality.

Teacher Competence in Catholic Schools. Jorilla and Bual (2021) assessed the competence of teachers within diocesan Catholic schools in connection with the Philippine Professional Standards for Teachers. Their study revealed that teachers were highly proficient overall, with the highest competence in personal growth and the lowest in diversity of learners. The study found correlations between competence and teachers' age and employment status but no significant relationship with sex or professional status. They recommended that retaining qualified teachers and supporting professional development are key to ensuring quality teaching.

Improving Knowledge and Skills on Child Sexual Abuse (CSA). Madrid et al. (2020) examined improving knowledge, skills, and attitudes regarding child sexual abuse (CSA) among teachers and students in Metro Manila through a two-phase proof-of-concept study. Phase 1 involved in-service training for teachers on recognizing and reporting CSA, and Phase 2 focused on educating students through modules. Their study revealed significant improvements in teachers' confidence in identifying CSA, as well as a decrease in self-reported experiences of dating violence among students, demonstrating the effectiveness of the intervention in reducing adolescent violence.

ICT Competence of Teachers in the Philippines. Dela Fuente and Biñas (2020) explored the ICT competence of teachers in the Philippines. Their research found that teachers had an intermediate level of ICT competence and that variables such as age, gender, and educational

attainment did not significantly impact their ICT skills. The study emphasized the need for ICT-related seminars and recommended integrating advanced ICT skills training into teachers' professional development.

Teaching Competence in Public Elementary Schools. Malunes and Dioso (2020) assessed the teaching competence of public school teachers in Bacolod City, specifically within the context of the PPST. The study revealed that teachers generally had high competence levels, with lower scores in diversity of learners, curriculum planning, and content knowledge. It found no significant differences in teaching competence based on teachers' educational attainment or experience, but significant differences were observed in areas like learning environment and personal growth, highlighting the need for continuous professional development.

Occupational Stress and Its Impact on Teaching Efficiency. Sarabia and Collantes (2020) studied the connection between job-related stress and instructional effectiveness among public-school teachers in Angeles City. They found moderate stress levels, with demand identified as a key stressor. Gender and teaching position were positive predictors of teaching performance, while seminars related to stress management were found to have a significant positive effect, suggesting that managing stress can enhance teaching performance.

Teacher Quality and Performance Based on PPST. Roberto and Madrigal (2018) assessed teacher quality through the Philippine Professional Standards for Teachers and found that the teachers in their study demonstrated proficiency in teaching competence, though there were no significant differences when grouped by demographic factors. Their study highlighted a significant relationship between teaching competence and teacher performance, suggesting that adherence to professional standards can lead to better outcomes.

Special Education Pre-Service Teachers' Competence and Performance. Rodriguez and Abocejo (2018) examined the competence and performance of special education pre-service teachers in Cebu City. They found that while pre-service teachers did not meet competence standards in content and pedagogy, they performed well in classroom settings. The study concluded that exposure to practical teaching experiences, despite gaps in theoretical knowledge, contributed significantly to teaching performance.

ICT Integration in the Educational System of the Philippines. Tomaro and Mutiarin (2018) reviewed the state of ICT integration in Philippine education, identifying challenges and solutions for improving ICT in schools. They emphasized the importance of teacher training, adequate infrastructure, and strategic curriculum integration to fully utilize ICT in education.

Social and Ethical ICT Competence Among Teacher Educators. Marcial (2017) explored the social and ethical competency of teacher educators in Central Visayas. The study revealed that teacher educators possessed good social and ethical ICT competence, though their practical experience in this area was limited. The study also found that factors like age, teaching experience, and access to technology influenced their ICT competency.

Instructional Competencies of Catholic School Teachers. Queroda and Nama (2017) investigated the instructional competencies of Catholic school teachers in Pangasinan, revealing that teachers' competencies were generally moderate, particularly in instructional, management, and evaluation skills. The study found that more experienced teachers demonstrated higher competence, suggesting that professional development programs focusing on instructional skills would benefit teachers.

*School Effectiveness and Performance in Public and Private Elementary Schools.*Magulod Jr. (2017) assessed the effectiveness of public and private elementary schools in Cagayan Province. The study revealed that both types of schools exhibited high effectiveness,

with school leadership and professional collaboration being key factors influencing school performance. The study recommended that educational planning should focus on improving these areas for better school outcomes.

Lesson Study as a Professional Development Tool. Gutierez (2016) explored the use of lesson study as a professional development tool for elementary science teachers. Her study showed that lesson study significantly improved teachers' content knowledge, teaching strategies, and collaborative skills, making it an effective model for professional development that could be adopted by other educational settings.

Methodology

This chapter outlines the approach that will be utilized to carry out this research. It provides an overview of the study's design, the location where the research will be conducted, the participants involved, the sampling method, the procedures for collecting data, the instruments used, as well as the methods for ensuring the accuracy and dependability of the findings. Additionally, it explains the statistical techniques that will be employed for data analysis.

1. Research Design

This study utilized a descriptive-correlational research design to investigate the relationships and differences between various factors affecting elementary school teachers in the Division of Sulu, MBHTE. As defined by Bless and Higson-Smith (1995), a research design serves as a systematic plan that directs the collection, analysis, and interpretation of data. Similarly, Babbie and Mouton (2001) refer to it as the framework that specifies the methods and steps necessary to accomplish the research aims and objectives.

The study focused on the following objectives:

1. To describe the socio-demographic profile of elementary school teachers in Sulu based on gender, age, civil status, length of service, and educational level.

2. To assess the professional skills of these teachers, covering areas such as managing learning environments, developing outcomes, assessment, curriculum design, instruction, learner support, maintaining a professional atmosphere, adopting new technologies, and engaging in professional development.

3. To evaluate the teachers' level of teaching engagement, considering their vigor, dedication, and absorption in teaching.

4. To identify significant differences in professional skills based on socio-demographic factors.

5. To determine significant differences in teaching engagement across these same variables.

6. To explore the correlation between professional skills and teaching engagement.

The data for the study were collected from elementary school teachers in the Division of Sulu using questionnaires. Library and internet resources were also used to support the theoretical and conceptual frameworks of the research.

2. Research Locale and Respondents

The research was carried out within the Division of Sulu, focusing on elementary schools during the academic year 2024-2025, with elementary school teachers serving as the participants.

The participants of this study were elementary school teachers in the Division of Sulu who are actively employed during the 2024-2025 academic year, regardless of their job titles, positions, or employment status.

Distribution of the target Samples among Teacher-Respondents

Name of School per Municipality	Number of Teacher-Respondents
1. Jolo I District	10
2. Jolo-II District	10
3. Jolo-III District	5
4. Jolo-IV District	5
5. Indanan North District	5
6. Indanan South District	5
7. Kalingalan Caluang District	10
8. Laminusa District	10
9. Lugus District	10
10. Luuk District	10
11. Maimbung District	10
12. Omar District	10
13. Panamao District	10
14. Pangutaran District	10
15. Parang East District	5
16. Parang West District	5
17. Pata District	10
18. Patikul East District	5
19. Patikul West District	5

20. Siasi I District	5
21. Siasi-II District	5
22. Sibaud District	10
23. Talipao District	10
24. Tapul District	10
25. Tongkil District	10
TOTAL	**200**

3. Sampling Design

This study utilized a non-probability sampling approach was used, with the purposive sampling technique specifically selected. A total of 200 participants were selected based on the availability of elementary school teachers in the Division of Sulu. The purposive sampling approach ensured that the sample reflected a diverse representation of gender, age, civil status, years of service, and educational background.

4. Research Instrument

To assess the quality of work life and teaching performance among elementary school teachers in the Division of Sulu, a survey questionnaire was employed as the primary research tool. The Quality of Work Life questionnaire was adapted from the model proposed by Asio, Riego, and Lapuz (2019), with minor modifications, alongside Kahn's (1990) Work Engagement Model as cited in Cesário and Chambel (2017). Both the instruments by Asio, Riego, and Lapuz (2019) and Kahn (1990) are established standardized tools with proven to ensure the validity and reliability of the research instrument, it will be reviewed by at least two experts from the School of Graduate Studies at Sulu State College to confirm its suitability for the local context.

The research instrument was designed with three sections. The first section focused on gathering demographic data from the elementary school teachers, including information about their gender, age, civil status, years of service, and educational qualifications. The second section focused on the professional skills of the teachers, specifically in areas such as managing learning environments, curriculum development, assessment, providing learner instruction, offering guidance, maintaining a professional atmosphere, adapting to new technologies, and engaging in continuous professional development. The third section aimed to assess the level of teaching engagement among the teachers, examining vigor, dedication, and absorption in teaching.

5. Data Gathering Procedure

The process of gathering data for this study followed these steps:

1. Formal permission to distribute the survey instruments was obtained from the Dean of the Graduate Studies and the school heads of the selected elementary schools within the Division of Sulu;

2. The researcher personally facilitated the distribution and collection of the completed questionnaires to ensure full retrieval and to address any immediate concerns raised by the respondents.

6. *Statistical Treatment of Data*

This research employed a combination of descriptive and inferential statistical techniques to examine and interpret the data obtained. The statistical techniques applied were aligned with the specific research questions, as detailed below:

1. To address Research Question 1, the demographic characteristics of elementary school teachers in the Division of Sulu were analyzed using frequency counts and percentage distribution.
2. For Research Question 2, the degree of professional skills, as reflected in various subcategories, was assessed using mean scores and standard deviation to describe the level of each component.
3. In Research Question 3, the extent of teaching engagement was similarly analyzed using the mean and standard deviation to determine the perceived level across the subdomains of vigor, dedication, and absorption.
4. To explore Research Question 4, differences in professional skills across selected variables were examined. A t-test for independent samples was used for gender, while One-Way Analysis of Variance (ANOVA) was applied to determine differences based on age, civil status, length of service, and educational attainment.
5. Addressing Research Question 5, the t-test for independent samples was again used to analyze teaching engagement differences across gender, and One-Way ANOVA was employed for the other demographic factors mentioned above.
6. For Research Question 6, the strength and direction of the relationship between professional skills and teaching engagement were evaluated using the Pearson Product-Moment Correlation Coefficient (Pearson r).

The study also utilized a set of rating scale intervals to interpret the descriptive results of the computed data, providing a standardized basis for analysis.

a. Rating Scales Interval on the level of Professional Skills based on 5-point Likert's Scale:

Point	Scale Value	Descriptors
5	4.50- 5.00	Very High Level
4	3.50- 4.49	High Level
3	2.50- 3.49	Moderate Level
2	1.50- 2.49	Low Level
1	1.00- 1.49	Very Low Level

b. Rating Scales Interval on the level of Teaching Engagement based on 5-point Likert's Scale:

Point	Scale Value	Descriptors
5	4.50- 5.00	Always
4	3.50- 4.49	Often
3	2.50- 3.49	Sometimes
2	1.50- 2.49	Seldom
1	1.00- 1.49	Never

Results

This chapter outlines the presentation, analysis, and interpretation of the findings derived from the data collected during the study. It begins with an overview of the demographic characteristics of the elementary school teacher-respondents from the Division of Sulu, including their gender, age, civil status, length of service, and educational attainment.

The chapter also evaluates the extent of their professional skills across multiple domains: managing the learning environment; designing outcomes, assessments, and curricula; delivering learner instruction; offering learner support and guidance; maintaining a professional atmosphere; integrating and utilizing new technologies; and engaging in continuous professional development.

In addition, the chapter examines the degree of teaching engagement of the respondents, focusing on three key dimensions: vigor, dedication, and absorption in their teaching roles.

Finally, it explores statistically significant differences and correlations in the levels of professional skills and teaching engagement, as categorized by the teachers' demographic variables.

The succeeding sections present detailed findings that directly address each research question, supported by appropriate statistical treatments and interpretation.

1. What is the demographic profile of teacher-respondents in terms of: 1.1 Gender; 1.2 Age; 1.3 Length of service; 1.4 Educational attainment; and 1.5 Civil status?

1.1 In terms of Gender

Table 1.1 The table below presents the gender distribution of the 200 participating elementary school teachers. Of the total respondents, 55 individuals, representing 27.5%, are male, while 145 or 72.5% are female. This indicates that a substantial majority of the teacher-respondents are female, comprising nearly three-quarters of the sample. The data suggests a noticeable gender gap in the teaching workforce within the Division of Sulu, with female teachers significantly outnumbering their male counterparts.

Table 1.1 Demographic profile of teacher-respondents in terms of gender.

Gender	Number of Teachers	Percent
Male	55	27.5%
Female	145	72.5%
Total	200	100%

1.2 In terms of Age

Table 1.2 the table below outlines the age distribution of the 200 teacher-respondents. Among them, 33 teachers (16.5%) are aged 30 years and below, 63 (31.5%) are between 31 to 40 years old, 70 (35.0%) fall within the 41 to 50 age group, and 34 (17.0%) are aged 51 and above. The data shows that a significant portion of the respondents, nearly half, are within the 41–50 age range, followed by those aged 31–40. This suggests that the teaching workforce in the Division of Sulu is predominantly composed of educators who fall within the middle-age category as defined in this study.

Table 1.2 Demographic profile of teacher-respondents in terms of age.

Age	Number of Teachers	Percent
30 years old & below	33	16.5%

31-40 years old	63	31.5%
41-50 years old	70	35.0%
51 years old & above	34	17.0%
Total	200	100%

1.3 In terms of Length of Service

Table 1.3 the table presents the length of service of the 200 teacher-respondents. Of the total, 47 teachers (23.5%) have been in service for 5 years or less, 56 (28.0%) have served for 6 to 10 years, 41 (20.5%) have 11 to 15 years of experience, and another 56 (28.0%) have been teaching for more than 16 years. Based on this distribution, the majority of the respondents fall into the categories of 6–10 years and 16 years or more of teaching experience. This indicates that a significant portion of the elementary teachers in the Division of Sulu are seasoned educators with substantial service in public basic education.

Table 1.3 Demographic profile of teacher-respondents in terms of length of services.

Length of Service	Number of Teachers	Percent
5 years & below	47	23.5%
6-10 years	56	28.0%
11-15 years	41	20.5%
16 years & above	56	28.0%
Total	200	100%

1.4 In terms of Educational Attainment

Table 1.4 the table outlines the educational qualifications of the 200 participating teachers. Among them, 90 (45.0%) hold a bachelor's degree, 44 (22.0%) have earned a bachelor's degree with master's level coursework, 24 (12.0%) possess a full master's degree, 26 (13.0%) have pursued doctoral studies after obtaining their master's degree, and 16 (8.0%) hold a doctorate. These figures indicate that nearly half of the respondents meet only the basic requirement for teaching in the elementary level, with a bachelor's degree. However, a notable number have pursued graduate studies, suggesting a growing commitment among educators in the Division of Sulu to advance professionally and academically.

Table 1.4 Demographic profile of teacher-respondents in terms of educational attainment.

Educational Attainment	Number of Employees	Percent
Bachelor's degree	90	45.0%
Bachelor's with MA units	44	22.0%
Master's degree	24	12.0%
Master's degree with doctoral units	26	13.0%
Doctorate degree	16	8.0%
Total	200	100%

1.5 In terms of Civil Status

Table 1.5 The table presents data on the civil status of the teacher-respondents. Of the total 200 participants, 38 (19.0%) are single, 142 (71.0%) are married, and 20 (10.0%) are either separated or widowed. This indicates that a significant portion nearly three-fourths of the respondents are married. This finding suggests that most elementary educators in the Division of

Sulu are balancing multiple responsibilities, including their professional duties, family obligations such as raising school-aged children, and participation in religious, social, and community engagements.

Table 1.5 Demographic profile of teacher-respondents in terms of status of employment.

Civil Status	Number of Teachers	Percent
Single	38	19.0%
Married	142	71.0%
Separated/Widowed	20	10.0%
Total	200	100%

2. What is the level of professional skills of elementary school teachers at the Division of in the following dimensions: 2.1 Managing learning environment; 2.2 Developing Outcomes, Assessment and Curricula; 2.3 Providing learner instruction; 2.4 Providing support and guidance to learners; 2.5 Creating and maintaining a professional environment; 2.6 Learning and adapting new technologies; and 2.7 Participating for Professional Growth and Development?

Table 2 The table outlines the extent of professional skills demonstrated by elementary school teachers in the Division of Sulu, focusing on various aspects such as managing the learning environment; designing outcomes, assessments, and curricula; delivering learner instruction; offering support and guidance; fostering a professional environment; integrating new technologies; and engaging in professional development. Based on the data, the overall weighted mean is 4.1251 with a standard deviation of 0.63009, indicating a "High Level" of professional competence. This suggests that teachers generally perceive themselves as possessing strong professional capabilities crucial for facilitating effective teaching practices.

Specifically, high ratings were observed in several key areas, including securing necessary instructional tools and resources, evaluating and updating learning outcomes, preparing instructional materials, addressing student concerns and providing guidance or referrals, collaborating with colleagues and stakeholders, maintaining certifications related to instructional technology, and actively participating in professional learning opportunities such as workshops, seminars, conventions, and related events. These findings highlight the teachers' readiness and qualification to effectively perform their instructional duties.

Table 2. Level of professional skills of elementary school teachers at the Division of Sulu.

Managing Learning Environment		Mean	S.D.	Rating
1	Obtain required equipment, systems, tools, supplies and materials.	4.0700	.71249	High Level
2	Set up and maintain instructional systems, equipment and/or tools.	4.0000	.70888	High Level
3	Supervise learning environment.	4.1100	.67838	High Level
4	Evaluate and monitor the safety of the instructional areas and practices.	4.0900	.68867	High Level
	Total Weighted Mean	*4.0675*	*.61987*	*High Level*
Developing Outcomes, Assessment and Curricula		Mean	S.D.	Rating
1	Identify, evaluate and modify current outcomes.	4.1400	.67280	High Level

2	Create, evaluate and modify curriculum and assessment.	4.1100	.70025	High Level
3	Implement curriculum, outcomes and assessment.	4.1150	.68858	High Level
4	Integrate curriculum with other faculty in the department and in other area/ institution.	4.1050	.67547	High Level
	Total Weighted Mean	*4.1175*	*.59989*	*High Level*
Providing Learner Instruction		Mean	S.D.	Rating
1	Prepare and/or gather current instructional materials and equipment.	4.3400	.69050	High Level
2	Provide individual and group instruction.	4.2900	.69159	High Level
3	Initiate, develop and implement student assessment.	4.2550	.70174	High Level
4	Modify instructional material and methods based on student and industry assessment and feedback.	4.1700	.72368	High Level
	Total Weighted Mean	*4.2638*	*.61809*	*High Level*
Providing Support and Guidance to Learners		Mean	S.D.	Rating
1	Respond to student needs and provide information or referrals.	4.2450	.71240	
2	Assist students with job placement.	4.2650	.74670	High Level
3	Provide academic and career advising.	4.2250	.73967	High Level
4	Serve as student activity advisors as applicable.	4.1750	.76636	High Level
	Total Weighted Mean	*4.2275*	*.64494*	*High Level*
Creating and Maintaining a Professional Environment		Mean	S.D.	Rating
1	Collaborate with college staff, faculty and students.	4.2300	.80644	High Level
2	Serve on department and college committees.	4.0150	.84162	High Level
3	Maintain current knowledge of the field.	4.0800	.74591	High Level
4	Develop a professional development plan.	4.1300	.73880	High Level
	Total Weighted Mean	*4.1138*	*.68719*	*High Level*
Learning and Adapting New Technologies		Mean	S.D.	Rating
1	Obtain and maintain certification on program-specific technology.	4.0800	.69716	High Level
2	Maintain current knowledge of technology in the field.	3.9750	.68316	High Level
3	Identify, evaluate and implement emerging technologies according to industry needs.	3.9550	.70388	High Level
4	Identify and evaluate and implement new instructional technologies.	3.9950	.66874	High Level
	Total Weighted Mean	*4.0012*	*.58105*	*High Level*
Participating for Professional Growth and Development		Mean	S.D.	Rating
1	Join professional organizations, groups, or association within or outside the institution.	4.0850	.79431	High Level
2	Participate to seminars, assemblies, conventions, colloquium, etc.	4.2850	.72554	High Level
3	Initiate and publish a research locally, nationally or internationally.	4.0350	.85876	High Level
4	Enroll for higher degrees (MA/Ed.D,PhD), certification programs and the like.	4.0400	.93422	High Level
	Total Weighted Mean	4.1112	.65963	High Level

Overall Total Weighted Mean	*4.1251*	*.63009*	*High Level*

Legend: (5) 4.50-5.00=Very High Level (VHE); (4) 3.50-4.49=High Level (HL; (3) 2.50- 3.49=Moderate Level (ML); (2) 1.50- 2.49=Low Level (LL); (1) 1.00- 1.49=Very Low Level (VLL)

3. What is the level of teaching engagement of elementary school teachers at the Division of Sulu in the following dimensions: 3.1 Vigor in Teaching; 3.2 Dedication in Teaching; and 3.3 Absorption in Teaching?

Table 3 the table displays the level of teaching engagement among elementary school teachers in the Division of Sulu, focusing on three key dimensions: vigor, dedication, and absorption. The overall weighted mean obtained from the teacher-respondents is 4.3188, with a standard deviation of 0.61653. This mean corresponds to an "Often" rating, which is interpreted as a "High Level" of engagement. These results suggest that teachers generally perceive themselves as highly engaged in their profession. They report sustaining energy and mental resilience during instruction, willingly exerting considerable effort, and demonstrating persistence even in the face of difficulties. Moreover, their responses reflect strong feelings of purpose, enthusiasm, pride, and challenge in their roles. Teachers also express being deeply immersed in their teaching experiencing enjoyment and focus to the point where they lose track of time and find it difficult to disengage from their work.

In detail, the teacher-respondents consistently rated the following items as occurring "Often": "I feel motivated to go to work every morning," "I feel full of energy at work," "I persist even when things aren't going well," "Teaching is a challenging job for me," "My teaching job inspires me," "I am enthusiastic about teaching," "I become completely focused when I teach," "Time passes quickly when I am teaching," and "I get completely absorbed in my teaching."

Table 3. level of teaching engagement of elementary school teachers at the Division of Sulu in the following dimensions: Vigor in Teaching, Dedication in Teaching, and Absorption in Teaching.

Vigor in Teaching		Mean	S.D.	Rating
1	When i get up in the morning, i feel like going to work	4.4400	.62317	Often
2	At my work, i feel bursting with energy	4.3250	.60929	Often
3	At my work i always persevere, even when things do not go well	4.2650	.62186	Often
4	I can continue working for very long periods at a time	4.2150	.74939	Often
5	At my job, i am very resilient, mentally	4.2650	.70517	Often
6	At my job, i feel strong and vigorous	4.3300	.65055	Often
	Total Weighted Mean	*4.3067*	*.50110*	*Often*
Dedication in Teaching		Mean	S.D.	Rating
1	To me, my teaching job is challenging	4.5800	.59613	Always
2	My teaching job inspires me	4.5950	.60232	Always
3	I am enthusiastic about my teaching job	4.4600	.64846	Always
4	I am proud on the teaching job that I do	4.5650	.61454	Always
5	I find the teaching job that I do full of meaning and purpose	4.4400	.69195	Often
	Total Weighted Mean	*4.5280*	*.53502*	*Always*
Absorption in Teaching		Mean	S.D.	Rating

1	When I am teaching, I forget everything else around me	4.0500	.86675	Often
2	Time flies when i am teaching	4.1700	.90842	Often
3	I get carried away when i am teaching	4.0900	.96777	Often
4	It is difficult to detach myself from my teaching job	4.0800	.93163	Often
5	I am immersed in my teaching job	4.1200	.93271	Often
6	I feel happy when I am teaching intensely	4.2200	.94662	Often
	Total Weighted Mean	*4.1217*	*.81354*	*Often*
	Overall Total Weighted Mean	4.3188	.61653	Often

Legend: (5) 4.50-5.00=Always (A); (4) 3.50-4.49=Often (O); (3) 2.50- 3.49=Sometimes (S); (2) 1.50- 2.49=Seldom (S); (1) 1.00- 1.49=Never (N)

4. Is there a significant difference in the level of professional skills of elementary school teachers at the Division of Sulu when data are categorized according to: 4.1 Gender; 4.2 Age; 4.3 Length of service; 4.4 Educational attainment; and 4.5 Civil status?

4.1 According to Gender

Table 4.1 the table presents the differences in the level of professional skills of elementary school teachers in the Division of Sulu when categorized by gender. The data indicate that, with the exception of the sub-domains "Learning and Adapting New Technologies" and "Participating for Professional Growth," the mean differences, t-values, and p-values for the remaining sub-categories are statistically significant at the 0.05 level. This suggests that male and female teacher-respondents tend to assess professional skills differently across most areas.

These findings imply that gender may influence how teachers perceive and evaluate professional competencies, with male respondents potentially viewing professional skills in a distinct manner compared to their female colleagues, or vice versa.

It can thus be inferred that male and female teachers in the Division of Sulu hold varying perspectives on professional skills, highlighting gender as a significant factor in these assessments. Consequently, the null hypothesis "There is no significant difference in the level of professional skills of elementary school teachers in the Division of Sulu when categorized according to gender" is rejected.

Table 4.1 Differences in the level of professional skills of elementary school teachers at the Division of Sulu when data are categorized according to gender.

Variables	Grouping	Mean	S.D.	Mean Diff.	t	Sig	Description
Managing learning environment	Male	4.2091	.54170	.19530*	2.005	.046	Significant
	Female	4.0138	.64062				
Developing Outcomes, Assessment and Curricula	Male	4.2682	.58897	.20784*	2.209	.028	Significant
	Female	4.0603	.59605				
Providing learner instruction	Male	4.4545	.58351	.26317*	2.732	.007	Significant
	Female	4.1914	.61732				
Providing support and	Male	4.4818	.59093	.35078*	3.532	.001	Significant

guidance to learners	Female	4.1310	.64015				
Creating and maintaining a professional environment	Male	4.3455	.66404	.31959*	2.995	.003	Significant
	Female	4.0259	.67747				
Learning and adapting new technologies	Male	4.0545	.57673	.07351	.798	.426	Not Significant
	Female	3.9810	.58339				
Participating for Professional Growth	Male	4.2591	.66834	.20392	1.966	.051	Not Significant
	Female	4.0552	.64983				

*Significant at alpha .05

4.2 According to Age

Table 4.2 The table displays the differences in the professional skills of elementary school teachers in the Division of Sulu based on their length of service. The data reveal that none of the sub-categories related to professional skills show statistically significant differences at the 0.05 level. This suggests that teaching experience does not significantly influence how teachers assess professional skills within the division.

The results imply that whether a teacher has served for 5 years or less, 6–10 years, 11–15 years, or over 16 years, their perception of professional competence is generally consistent. In essence, longer tenure in the teaching profession does not correspond to a notably different assessment of professional skills.

Therefore, it can be concluded that teachers, regardless of their years of service, share similar views regarding professional competencies. As such, the null hypothesis stating, “There is no significant difference in the level of professional skills of elementary school teachers at the Division of Sulu when data are categorized according to length of service,” is supported.

Table 4.2 Differences in the level of professional skills of elementary school teachers at the Division of Sulu when data are categorized according to age.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Managing learning environment	Between Groups	2.268	3	.756	1.997	.116	Not Significant
	Within Groups	74.196	196	.379			
	Total	76.464	199				
Developing Outcomes, Assessment and Curricula	Between Groups	1.444	3	.481	1.344	.261	Not Significant
	Within Groups	70.170	196	.358			
	Total	71.614	199				
Providing learner instruction	Between Groups	1.965	3	.655	1.734	.161	Not Significant
	Within Groups	74.060	196	.378			
	Total	76.025	199				
Providing support and guidance to learners	Between Groups	1.222	3	.407	.979	.404	Not Significant
	Within Groups	81.552	196	.416			
	Total	82.774	199				
Creating and maintaining a professional environment	Between Groups	.563	3	.188	.394	.758	Not Significant
	Within Groups	93.412	196	.477			
	Total	93.975	199				
Learning and adapting new technologies	Between Groups	1.771	3	.590	1.769	.154	Not Significant
	Within Groups	65.416	196	.334			
	Total	67.187	199				
Participating for Professional Growth and Development	Between Groups	.864	3	.288	.659	.578	Not Significant
	Within Groups	85.723	196	.437			
	Total	86.587	199				

*Significant at alpha .05

Length of Service	Number of Teachers	Percent
5 years & below	47	23.5%
6-10 years	56	28.0%
11-15 years	41	20.5%
16 years & above	56	28.0%
Total	200	100%

4.3 According to Length of Service

Table 4.3 The table presents the differences in the professional skills of elementary school teachers in the Division of Sulu when classified by their length of service. According to the data, none of the professional skill sub-categories yielded statistically significant results at the 0.05 alpha level. This indicates that the variation in teaching experience among respondents does not lead to substantial differences in how they perceive the professional skills of teachers within the division.

The findings suggest that whether a teacher has been in service for 5 years or fewer, 6–10 years, 11–15 years, or 16 years and above, their perception of professional skills remains consistent. In other words, greater teaching experience does not necessarily equate to a different viewpoint regarding professional competence.

It can therefore be inferred that teachers across all service length categories hold comparable assessments of professional skills in their work environment. Based on this evidence, it is concluded that the number of years a teacher has spent in service does not significantly affect their perception of professional skill levels. Consequently, the null hypothesis stating, "There is no significant difference in the level of professional skills of elementary school teachers at the Division of Sulu when data are categorized according to length of service," is accepted.

Table 4.3 Differences in the level of professional skills of elementary school teachers at the Division of Sulu when data are categorized according to length of service.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Managing learning environment	Between Groups	2.110	3	.703	1.854	.139	Not Significant
	Within Groups	74.353	196	.379			
	Total	76.464	199				
Developing Outcomes, Assessment and Curricula	Between Groups	1.947	3	.649	1.826	.144	Not Significant
	Within Groups	69.667	196	.355			
	Total	71.614	199				
Providing learner instruction	Between Groups	1.719	3	.573	1.512	.213	Not Significant
	Within Groups	74.305	196	.379			
	Total	76.025	199				
Providing support and guidance to learners	Between Groups	1.596	3	.532	1.285	.281	Not Significant
	Within Groups	81.178	196	.414			
	Total	82.774	199				
Creating and maintaining a professional environment	Between Groups	.484	3	.161	.339	.797	Not Significant
	Within Groups	93.490	196	.477			
	Total	93.975	199				
Learning and adapting new technologies	Between Groups	2.214	3	.738	2.226	.086	Not Significant
	Within Groups	64.973	196	.331			
	Total	67.187	199				
Participating for Professional Growth and Development	Between Groups	1.707	3	.569	1.314	.271	Not Significant
	Within Groups	84.880	196	.433			
	Total	86.587	199				

*Significant at alpha .05

4.4 According to Educational Attainment

Table 4.4 the table presents the differences in the professional skills of elementary school teachers in the Division of Sulu when grouped according to their educational attainment. Based on the data, all sub-domains of professional skills show statistically significant differences at the 0.05 alpha level. This finding indicates that teachers with varying levels of educational qualifications perceive professional skills differently.

Specifically, the results suggest that teachers holding doctoral degrees may assess professional skills more favorably—or at least differently—than those with only a bachelor's degree, a bachelor's degree with master's units, a full master's degree, or a master's degree with doctoral units, and vice versa.

This outcome further implies that perceptions of professional competence among elementary school teachers are influenced by their academic background. In other words, teachers' views on professional skills appear to shift with higher or more advanced educational attainment.

Given these results, it can be concluded that educational attainment significantly affects how teachers in the Division of Sulu evaluate professional skills. Therefore, the null hypothesis—"There is no significant difference in the level of professional skills of elementary school teachers at the Division of Sulu when data are categorized according to educational attainment"—is rejected.

Table 4.4 Differences in the level of professional skills of elementary school teachers at the Division of Sulu when data are categorized according to educational attainment.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Managing learning environment	Between Groups	7.795	4	1.949	5.534*	.000	Significant
	Within Groups	68.668	195	.352			
	Total	76.464	199				
Developing Outcomes, Assessment and Curricula	Between Groups	6.328	4	1.582	4.725*	.001	Significant
	Within Groups	65.286	195	.335			
	Total	71.614	199				
Providing learner instruction	Between Groups	6.185	4	1.546	4.317*	.002	Significant
	Within Groups	69.840	195	.358			
	Total	76.025	199				
Providing support and guidance to learners	Between Groups	10.625	4	2.656	7.179*	.000	Significant
	Within Groups	72.149	195	.370			
	Total	82.774	199				
Creating and maintaining a professional environment	Between Groups	10.300	4	2.575	6.001*	.000	Significant
	Within Groups	83.675	195	.429			
	Total	93.975	199				
Learning and adapting new technologies	Between Groups	3.396	4	.849	2.595*	.038	Significant
	Within Groups	63.791	195	.327			
	Total	67.187	199				
Participating for Professional Growth and Development	Between Groups	13.902	4	3.476	9.324*	.000	Significant
	Within Groups	72.685	195	.373			
	Total	86.587	199				

*Significant at alpha .05

A Post Hoc Analysis using the Tukey Test was performed to identify which groups, categorized by educational attainment, have differing professional skills among elementary school teachers in the Division of Sulu. The analysis results, shown in Table 4.4.1, reveal that the mean differences across various sub-categories of professional skills were determined by subtracting the means of lower groups from higher groups.

Managing Learning Environment: The group of teacher-respondents holding a Master's Degree with Doctoral Units showed a mean difference of -0.60385* (Standard Error = 0.13212) with a p-value of 0.000, which is significant at alpha = 0.05, when compared to the group with a Bachelor's Degree. This suggests that teacher-respondents with Master's Degrees with Doctoral Units are more likely to assess the level of professional skills in managing the learning environment more effectively than those with a Bachelor's Degree.

Developing Outcomes, Assessment, and Curricula: Teacher-respondents with Master's Degrees with Doctoral Units had a mean difference of -0.54979* (Standard Error = 0.12883) and a p-value of 0.000, which is significant at alpha = 0.05, when compared to those with a Bachelor's Degree. This indicates that teachers with a higher level of educational attainment (Master's Degree with Doctoral Units) have a better perception of their skills in developing outcomes, assessments, and curricula than those with a Bachelor's Degree.

Providing Learner Instruction: The group with Master's Degrees with Doctoral Units showed a mean difference of -0.49765* (Standard Error = 0.13325) and a p-value of 0.002, which is significant at alpha = 0.05, compared to those with a Bachelor's Degree. This indicates that higher educational qualifications correlate with a better perception of providing learner instruction.

Providing Support and Guidance to Learners: Teacher-respondents with Master's Degrees with Doctoral Units had a mean difference of -0.64252* (Standard Error = 0.13543) and a p-value of 0.000, which is significant at alpha = 0.05, when compared to those with a Bachelor's Degree. This implies that respondents with advanced degrees are more adept at assessing their skills in providing support and guidance to learners.

Creating and Maintaining a Professional Environment: The group with Master's Degrees with Doctoral Units showed a mean difference of -0.63162* (Standard Error = 0.14585) and a p-value of 0.000, which is significant at alpha = 0.05, compared to those with a Bachelor's Degree. This suggests that the teachers with higher educational attainment have a better understanding of how to maintain a professional environment than their less educated counterparts.

Learning and Adapting New Technologies: Teacher-respondents with Master's Degrees with Doctoral Units showed a mean difference of -0.38141* (Standard Error = 0.12735) and a p-value of 0.025, which is significant at alpha = 0.05, compared to those with a Bachelor's Degree. This result indicates that teachers with more advanced education perceive themselves as more proficient in learning and adapting to new technologies.

Participating for Professional Growth and Development: The group with Master's Degrees with Doctoral Units had a mean difference of -0.69808* (Standard Error = 0.13593) and a p-value of 0.000, which is significant at alpha = 0.05, compared to the Bachelor's Degree holders. This highlights that those with higher levels of education are more likely to perceive themselves as engaged in professional growth and development activities.

Table 4.4.1 Post Hoc Analysis: Differences in the means of groups classified under the level of professional skills of elementary school teachers at the Division of Sulu when data are categorized according to educational attainment.

Dependent Variables	(I) Grouping by Educational Attainment	(J) Grouping by Educational Attainment	Mean Difference (I-J)	Std. Error	Sig.
Managing learning environment	Bachelor's degree	Bachelor's degree w/ master's units	-.10341	.10916	.878
		Master's degree	-.14792	.13633	.814
		Master's degree w/ doctoral units	-.60385*	.13212	.000
		Doctorate degree	-.29375	.16100	.362
Developing Outcomes, Assessment and Curricula	Bachelor's degree	Bachelor's degree w/ master's units	-.17828	.10644	.452
		Master's degree	-.15556	.13293	.768
		Master's degree w/ doctoral units	-.54979*	.12883	.000
		Doctorate degree	-.23368	.15699	.571

Providing learner instruction	Bachelor's degree	Bachelor's degree w/ master's units	-.23497	.11009	.210
		Master's degree	-.30694	.13749	.172
		Master's degree w/ doctoral units	-.49765*	.13325	.002
		Doctorate degree	-.27049	.16237	.458
Providing support and guidance to learners	Bachelor's degree	Bachelor's degree w/ master's units	-.20240	.11189	.371
		Master's degree	-.20903	.13974	.566
		Master's degree w/ doctoral units	-.64252*	.13543	.000
		Doctorate degree	-.54757*	.16503	.009
Creating and maintaining a professional environment	Bachelor's degree	Bachelor's degree w/ master's units	-.33573*	.12050	.046
		Master's degree	-.19653	.15049	.688
		Master's degree w/ doctoral units	-.63162*	.14585	.000
		Doctorate degree	-.46215	.17773	.074
Learning and adapting new technologies	Bachelor's degree	Bachelor's degree w/ master's units	-.02652	.10521	.999
		Master's degree	-.09375	.13140	.953
		Master's degree w/ doctoral units	-.38141*	.12735	.025
		Doctorate degree	-.22396	.15518	.601
Participating for Professional Growth and Development	Bachelor's degree	Bachelor's degree w/ master's units	-.36023*	.11231	.013
		Master's degree	-.33750	.14026	.118
		Master's degree w/ doctoral units	-.69808*	.13593	.000
		Doctorate degree	-.63437*	.16564	.002

* The mean difference is significant at the 0.05 level.

4.5 According to Civil Status

Table 4.5 This section explores the differences in the professional skills of elementary school teachers in the Division of Sulu based on their civil status. As indicated in the table, the computed F-values and corresponding p-values for all dimensions of professional skills are not statistically significant at the 0.05 alpha level. This finding suggests that variations in civil status do not lead to meaningful differences in how teachers perceive their professional competencies.

The results indicate that being married, single, separated, or widowed does not significantly influence a teacher's self-assessment of their professional skills. In other words, a teacher's marital status does not appear to affect their view of their professional capabilities.

Therefore, it can be concluded that teachers across different civil status categories in the Division of Sulu hold similar perceptions regarding their professional skills.

Therefore, it can be concluded that civil status does not have a significant impact on how teacher-respondents assess the professional skills of elementary school teachers in the Division of Sulu. Consequently, the hypothesis stating, "There is no significant difference in the level of professional skills of elementary school teachers at the Division of Sulu when categorized according to civil status," is accepted.

Table 4.5 Differences in the level of professional skills of elementary school teachers at the Division of Sulu when data are categorized according to civil status.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Managing learning environment	Between Groups	.270	2	.135	.349	.706	Not Significant
	Within Groups	76.194	197	.387			
	Total	76.464	199				
Developing Outcomes, Assessment and Curricula	Between Groups	.874	2	.437	1.217	.298	Not Significant
	Within Groups	70.740	197	.359			
	Total	71.614	199				
Providing learner instruction	Between Groups	.132	2	.066	.171	.843	Not Significant
	Within Groups	75.893	197	.385			
	Total	76.025	199				
Providing support and guidance to learners	Between Groups	.085	2	.043	.101	.904	Not Significant
	Within Groups	82.689	197	.420			
	Total	82.774	199				
Creating and maintaining a professional environment	Between Groups	1.116	2	.558	1.184	.308	Not Significant
	Within Groups	92.858	197	.471			
	Total	93.975	199				
Learning and adapting new technologies	Between Groups	.605	2	.302	.894	.411	Not Significant
	Within Groups	66.583	197	.338			
	Total	67.187	199				
Participating for Professional Growth and Development	Between Groups	.355	2	.177	.405	.667	Not Significant
	Within Groups	86.233	197	.438			
	Total	86.587	199				

*Significant at alpha .05

5. Is there a significant difference in the level of teaching engagement of elementary school teachers at the Division of Sulu when data are categorized according to: 5.1 Gender; 5.2 Age; 5.3 Length of service; 5.4 Educational attainment; and 5.5 Civil status?

5.1 According to Gender

Table 5.1 This section presents the differences in the level of teaching engagement of elementary school teachers at the Division of Sulu when categorized by gender. According to the table, with the exception of the "Absorption in Teaching" sub-category, the mean differences, t-values, and p-values for all other sub-categories related to teaching engagement are not significant

at an alpha level of 0.05. This indicates that male and female teacher-respondents in this study do not significantly differ in their perceptions of the level of teaching engagement among elementary school teachers in the Division of Sulu. This suggests that being a male teacher-respondent does not necessarily place one in a better position to assess the level of teaching engagement than their female counterparts.

Furthermore, it can be inferred that male and female elementary school teachers in the Division of Sulu have similar perceptions of teaching engagement.

Therefore, it can be concluded that gender does not have a significant impact on how teacher-respondents perceive the level of teaching engagement in the Division of Sulu. As a result, the hypothesis stating that "There is no significant difference in the level of teaching engagement of elementary school teachers at the Division of Sulu when data are categorized according to gender" is accepted.

Table 5.1Differences in the level of teaching engagement of elementary school teachers at the Division of Sulu when data are categorized according to gender

Variables	Grouping	Mean	S.D.	Mean Diff.	t	Sig	Description
Vigor in Teaching	Male	4.2545	.48310	-.07189	-.906	.366	Not Significant
	Female	4.3264	.50799				
Dedication in Teaching	Male	4.6109	.50099	.11436	1.353	.178	Not Significant
	Female	4.4966	.54574				
Absorption in Teaching	Male	4.3152	.53927	.26688	2.089	.038	Significant
	Female	4.0483	.88648				

*Significant at alpha .05

5.2 According to Age

Table 5.2 This section discusses the differences in the level of teaching engagement of elementary school teachers at the Division of Sulu when categorized by age. Based on the table, it can be observed that, with the exception of "Dedication in Teaching," the F-values and p-values for all other sub-categories related to teaching engagement are not significant at an alpha level of 0.05. This indicates that, although the teacher-respondents differ across age brackets, they do not significantly differ in their perceptions of teaching engagement at the Division of Sulu. This result suggests that a teacher-respondent aged 51 and above is not necessarily better positioned to perceive the level of teaching engagement than those in the 30 years and below, 31-40 years, or 41-50 years age groups, or vice versa.

Additionally, it can be inferred that elementary school teachers from different age ranges perceive the level of teaching engagement in the Division of Sulu similarly.

Therefore, it is reasonable to conclude that age does not significantly influence how teacher-respondents perceive the level of teaching engagement. Hence, the hypothesis stating that "There is no significant difference in the level of teaching engagement of elementary school teachers at the Division of Sulu when data are categorized according to age" is accepted.

Table 5.2 Differences in the level of teaching engagement of elementary school teachers at the Division of Sulu when data are categorized according to age

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Vigor in Teaching	Between Groups	1.529	3	.510	2.062	.107	Not Significant
	Within Groups	48.440	196	.247			
	Total	49.969	199				
Dedication in Teaching	Between Groups	3.508	3	1.169	4.287*	.006	Significant
	Within Groups	53.456	196	.273			
	Total	56.963	199				
Absorption in Teaching	Between Groups	4.165	3	1.388	2.133	.097	Not Significant
	Within Groups	127.542	196	.651			
	Total	131.706	199				

*Significant at alpha .05

5.3 According to Length of Service

Table 5.3 This section examines the differences in the level of teaching engagement of elementary school teachers at the Division of Sulu when categorized by length of service. Based on the table, it is evident that, except for "Absorption in Teaching," the F-values and p-values for all other sub-categories related to teaching engagement are not significant at an alpha level of 0.05. This suggests that, although teacher-respondents differ in their years of teaching experience, there is no significant difference in how they perceive the level of teaching engagement among elementary school teachers at the Division of Sulu.

This implies that a teacher-respondent with 16 years of experience may not necessarily be better at perceiving the level of teaching engagement compared to those with 5 years or fewer, 6-10 years, or 11-15 years of experience.

Furthermore, it can be inferred that elementary school teachers at the Division of Sulu, regardless of their years of teaching experience, have similar perceptions of teaching engagement.

Therefore, it can be concluded that the length of service does not significantly affect how teacher-respondents perceive the level of teaching engagement. Hence, the hypothesis stating, “There is no significant difference in the level of teaching engagement of elementary school teachers at the Division of Sulu when data are categorized according to length of service” is accepted.

Table 5.3 Differences in the level of teaching engagement of elementary school teachers at the Division of Sulu when data are categorized according to length of service.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Vigor in Teaching	Between Groups	.263	3	.088	.346	.792	Not Significant
	Within Groups	49.706	196	.254			
	Total	49.969	199				
Dedication in Teaching	Between Groups	1.248	3	.416	1.463	.226	Not Significant
	Within Groups	55.715	196	.284			
	Total	56.963	199				
Absorption in Teaching	Between Groups	6.059	3	2.020	3.151*	.026	Significant
	Within Groups	125.647	196	.641			
	Total	131.706	199				

5.4 According to Educational Attainment

Table 5.4 This section examines the variation in teaching engagement levels among elementary school teachers in the Division of Sulu based on their educational attainment. As reflected in the table, all sub-domains of teaching engagement, with the exception of "Absorption in Teaching," show no statistically significant differences at the 0.05 level. This suggests that, in general, teachers with different levels of education perceive their engagement in teaching similarly.

The result implies that a teacher holding a doctorate degree does not necessarily evaluate their teaching engagement differently from those with only a bachelor's degree, a bachelor's degree with master's units, a full master's degree, or a master's degree with doctoral coursework.

Therefore, it can be inferred that regardless of their academic qualifications, teachers in the Division of Sulu demonstrate comparable levels of engagement in their professional roles. In conclusion, educational attainment does not appear to significantly influence how these educators perceive their teaching engagement. As a result, the null hypothesis "There is no significant difference in the level of teaching engagement of elementary school teachers at the Division of Sulu when data are categorized according to educational attainment" is accepted.

Table 5.4 Differences in the level of teaching engagement of elementary school teachers at the Division of Sulu when data are categorized according to educational attainment

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Vigor in Teaching	Between Groups	.730	4	.183	.723	.577	Not Significant
	Within Groups	49.239	195	.253			
	Total	49.969	199				
Dedication in Teaching	Between Groups	2.492	4	.623	2.230	.067	Not Significant
	Within Groups	54.472	195	.279			
	Total	56.963	199				
Absorption in Teaching	Between Groups	10.214	4	2.553	4.098	.003	Significant
	Within Groups	121.493	195	.623			
	Total	131.706	199				

*Significant at alpha .05

5.5 According to Civil Status

Table 5.5 This section discusses the variations in teaching engagement levels among elementary school teachers in the Division of Sulu based on their civil status. According to the data presented, the F-values and corresponding p-values for each dimension of teaching engagement were found to be statistically non-significant at the 0.05 level. This indicates that civil status does not have a notable effect on how respondents perceive their engagement in teaching.

The results suggest that whether a teacher is single, married, separated, or widowed does not significantly alter their view or experience of teaching engagement. All groups, regardless of marital status, appear to share similar perspectives regarding their involvement in teaching-related activities.

Based on these findings, it can be concluded that civil status does not play a significant role in shaping the teaching engagement of elementary educators in the Division of Sulu. Therefore, the null hypothesis stating that "There is no significant difference in the level of teaching engagement of elementary school teachers at the Division of Sulu when data are categorized according to civil status" is upheld.

Table 5.5 Differences in the level of teaching engagement of elementary school teachers at the Division of Sulu when data are categorized according to civil status

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Vigor in Teaching	Between Groups	1.050	2	.525	2.114	.123	Not Significant
	Within Groups	48.919	197	.248			
	Total	49.969	199				
Dedication in Teaching	Between Groups	.170	2	.085	.294	.745	Not Significant
	Within Groups	56.793	197	.288			
	Total	56.963	199				
Absorption in Teaching	Between Groups	.239	2	.120	.179	.836	Not Significant
	Within Groups	131.467	197	.667			
	Total	131.706	199				

*Significant at alpha .05

6. Is there the a significant correlation between the level of professional skills and teaching engagement of elementary school teachers at the Division of Sulu.

Table 6 this section illustrates the correlation between the level of professional skills and teaching engagement of elementary school teachers at the Division of Sulu. Specifically, the correlation between these two variables can be described as follows:

Moderate Positive Correlation: The analysis shows a moderate positive correlation between the level of professional skills and teaching engagement. This indicates that teacher-respondents who generally perceived the level of professional skills of elementary school teachers at the Division of Sulu as "High Level" are likely to also perceive their level of teaching engagement as "Moderate Level."

This suggests that, overall, there is a moderate correlation between the level of professional skills and teaching engagement among elementary school teachers at the Division of Sulu.

Therefore, the hypothesis stating, "There is no significant correlation between the level of professional skills and teaching engagement of elementary school teachers at the Division of Sulu" is rejected.

Table 6. Correlation between the extent of professional skills and work ethics of secondary school teachers at Ministry of Basic, Higher, and Technical Education (MBHTE)–Sulu

Variables		Pearson *r*	Sig	N	Description
Dependent	Independent				
Professional Skills	Work Ethics	.382	.000	200	Moderate

*Correlation Coefficient is significant at alpha .05

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1=Nearly Zero; 0.1-0.30=Low; .3-0.5 0=Moderate; .5-0.7-0=High; .7-0.9= Very High; 0.9-1=Nearly Perfect

Conclusion

The research study concluded the following:

1. Teacher-respondents from elementary schools at the Division of Sulu are adequately represented across gender, age, length of service, educational attainment, and civil status.
2. On average, elementary school teachers at the Division of Sulu possess a high level of professional skills.
3. On average, elementary school teachers at the Division of Sulu exhibit a high level of teaching engagement.
4. Educational attainment influences the way elementary school teachers assess their professional skills.
5. Gender, age, length of service, educational attainment, and civil status do not significantly influence how elementary school teachers assess their level of teaching engagement.
6. There is a direct proportional relationship between professional skills and teaching engagement. Specifically, teachers who perceive their professional skills as "High Level" are likely to also perceive their teaching engagement as "Moderate Level."
7. This study supports the model proposed by Asio et al. (2019), which suggests that teachers' professional skills encompass various dimensions, including managing learning environments, developing outcomes, assessment and curricula, providing learner instruction, offering support and guidance to learners, maintaining a professional environment, learning and adapting new technologies, and participating in professional growth.

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