Influence of Individual Innovativeness and Knowledge Sharing Among Master Teacher on the Professional Competence of Teachers

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ABSTRACT

This research determined the relationship between individual innovativeness, knowledge sharing, and professional competence of Valencia City Division elementary teachers, Department of Education Region 10 – Northern Mindanao in the school year 2024-2025. A total of 310 elementary teachers from 23 schools with master teachers participated in the study, using a validated survey questionnaire. Descriptive statistics, correlation, and regression analyses were employed to analyze the data.

Results indicated that individual innovativeness was perceived as "Highly Innovative" with "carefully considers how, when and why to use digital technologies in class, to ensure that they are used with added value" having the highest mean and knowledge sharing was done "Great Extent" with "exhibits a positive attitude towards teaching" having the highest mean. Professional competence of teachers was measured as "Very Satisfactory," with "Outstanding" levels in "act with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness". Correlation findings indicated a strong and significant positive correlation between professional competence and knowledge sharing, whereas individual innovativeness had a moderate and statistically significant correlation. Regression analysis justified that knowledge sharing has a very strong prediction of teacher competence (β = .623, p < .001), whereas individual innovativeness does not. The study contributes to the understanding that the building of a culture of cooperation and systemic knowledge sharing between master teachers is better in improving professional competence compared to disconnected innovative attempts. School leaders are therefore invited to institutionalize collaborative professional development and peer mentoring programs to enhance teaching quality in schools.

Keywords: Indvidual innovativeness, knowledge sharing, professional competence, professional capital theory

INTRODUCTION

In the rapidly changing educational landscape today, the need for teachers to continuously enhance their professional competence has become increasingly urgent. This competence encompassing knowledge, skills, and attitudes is not only vital for delivering quality education but is also reflected in teachers' Individual Performance Commitment and Review Form (IPCRF) ratings. These annual performance evaluations play a critical role in career advancement, as teachers who attain an Outstanding rating enjoy a much higher chance of promotion compared to those rated Very Satisfactory or below. Consequently, the pursuit of continuous upskilling, capacity building, and professional growth has become essential for teachers aiming to excel and advance in their careers and give quality service to the clientele.

Given these demands, professional development opportunities cannot always be addressed through formal, structured collaborative activities due to various systemic constraints. Limited time, scarce resources, and insufficient institutional support often hinder the implementation of comprehensive training programs. This reality underscores the salient role of Master Teachers (MT) as instructional leaders who can bridge these gaps by promoting professional competence through mentorship and leadership.

At the heart of this leadership role is individual innovativeness the willingness and capacity to embrace and implement new ideas, methods, and techniques. For Master Teachers (MT), this attribute is essential as it enables them to model best practices, set high standards, and mentor less-experienced colleagues. By championing innovativeness, Master Teachers (MT) foster a culture of continuous improvement, encouraging peers to explore strategies that enhance student learning and keep instruction relevant to evolving educational needs.

Moreover, Master Teachers (MT) play a critical role in ensuring that teaching practices remain up-to-date and effective. Their responsiveness to emerging trends, adoption of new technologies, and ability to adapt to curriculum changes allow them to address diverse student needs. Through creativity and problem-solving, they cultivate a collaborative and growth-oriented environment that benefits both teachers and learners.

Equally important is the role of knowledge sharing, where Master Teachers (MT) disseminate valuable skills, strategies, and insights acquired through experience. This practice strengthens mentorship and facilitates collective professional growth. Schools that cultivate a culture of knowledge sharing not only enhance teachers' instructional effectiveness but also improve student learning outcomes.

However, despite these crucial roles, Master Teachers (MT) face numerous challenges that hinder their capacity to innovate and share knowledge effectively. Systemic barriers, such as limited resources, particularly in rural schools, and inadequate infrastructure, restrict opportunities for implementing new teaching methods. Additionally, the heavy administrative workloads of teachers leave little time for collaboration and innovation, further compounding the issue.

Furthermore, a lack of targeted professional development programs, outdated mentoring strategies, and insufficient platforms for structured collaboration weaken efforts to promote professional growth. Cultural factors including deference to authority, fear of criticism, and resistance to change also discourage open communication and collaborative learning among teachers. Without formal incentives or recognition, teachers may hesitate to engage in innovation and mentorship, fearing additional responsibilities without corresponding rewards.

Recent research reinforces these observations as a study by Loza (2024) found that teachers' resistance to curriculum reforms like the MATATAG Curriculum often stems from personal fears and low self-confidence in adopting new practices. Similarly, Lomba-Portela et al. (2022) emphasized that unless school leaders themselves model innovative behaviors, teachers are unlikely to take initiative. The uneven distribution of Master Teachers (MT), especially in remote areas, magnifies these challenges, limiting access to mentorship and support for other teachers.

Additionally, the increasing burden of administrative tasks on Master Teachers (MT) detracts from their primary roles as mentors and instructional leaders. Without continuous professional development, even Master Teachers (MT) may feel ill-prepared to lead innovations, particularly in integrating digital tools that are essential for modern education. Hierarchical school structures and rigid protocols further stifle collaboration, creating isolated work environments that hinder shared learning.

Collectively, these systemic, cultural, and organizational factors impede the individual innovativeness and knowledge-sharing behaviors of Master Teachers (MT). This, in turn, negatively affects the professional competence of the broader teaching workforce, undermining efforts to enhance educational quality and implement critical reforms like the MATATAG Curriculum.

Given these challenges, it becomes imperative to examine the current levels of individual innovativeness and knowledge-sharing practices among Master Teachers (MT), and how these factors influence the professional competence of their colleagues. Understanding these dynamics will help identify existing gaps, address barriers, and design effective interventions to foster a culture of innovativeness, collaboration, and continuous professional growth within schools.

Framework of the Study

This study is grounded in Diffusion of Innovations Theory (Rogers, 1962), it is developed by Rogers in1962, explains how new ideas, technologies, or practices are gradually adopted within a social system. It emphasizes that innovations spread over time through communication and social influence, with individuals adopting at different stages ranging from innovators to laggards. In the context of education, the theory helps to understand how teachers begin to adopt and apply new teaching strategies, tools, or practices, often influenced by key figures such as master teachers who act as role models or change agents. The theory highlights that communication channels, social influence, and time play key roles in spreading innovations. In education, this explains how new teaching strategies, tools, or programs get adopted by teachers over time, often influenced by leaders like Master Teachers.

One of the most notable innovations is digital information technology that has revolutionized the daily lives of humanity in all sectors including schools. In schools' digital information resources is one most important tool of the Master Teacher and also teachers to gain new insights on teaching trends. The digital literacy skills MTs possess help them mitigate issues and increase problem-solving capacity of the entire school. Yet it is also important to find out the behaviors of teachers in dealing with technology to find out how responsible they are individually and how reliable their sources are.

Another anchorage of the present study is the Social Capital Theory by Putnam (1990), this is a concept used in sociology and economics to define networks of relationships which are productive towards advancing the goals of individuals and groups. It involves the effective functioning of social groups through interpersonal relationships, a shared sense of identity, a shared understanding, shared norms, shared values, trust, cooperation, and reciprocity. Some have described it as a form of capital that produces public goods for a common purpose, although this does not align with how it has been measured. Social capital has been used to explain the improved performance of diverse groups, the growth of entrepreneurial firms, superior managerial performance, enhanced supply chain relations, the value derived from strategic alliances, and the evolution of communities.

Professional Capital Theory, developed by Hargreaves and Fullan in 2012, is a framework that emphasizes the collective strength and capacity of teachers and educators to improve education which is also another pillar of this study. It has three main components: Human capital, the knowledge, skills, and expertise that individual teachers bring to their profession. This includes their qualifications, experience, and abilities, Social Capital, the relationships, networks, and collaborations among teachers and between teachers and other stakeholders. It highlights the importance of teamwork, trust, and shared learning, and decisional capital, the wisdom and judgment teachers develop through experience in making professional decisions. This is about teachers' capacity to make sound instructional and ethical choices in complex situations. It moves beyond the idea of individual teacher quality and focuses on the combined resources, skills, and commitment of the teaching profession as a whole.

In combination, these theories illustrate how individual innovativeness of Master Teacher, supported by strong professional networks and knowledge sharing, drives the continuous improvement of teaching practices. This integrated framework highlights that professional competence grows through both personal initiative and collective collaboration, creating an environment where teachers and students alike can thrive.

Hence, this study integrates the Diffusion of Innovations Theory, Social Capital Theory, and Professional Capital Theory to provide a comprehensive understanding of how individual innovativeness, knowledge sharing, and professional competence interact among teachers. the Diffusion of Innovations Theory explains how these new teaching strategies spread through the teaching community, with innovative teachers acting as early adopters who influence their peers. Meanwhile, the Social Capital Theory highlights the importance of strong professional networks and trust in fostering collaboration, which encourages teachers to take risks and adopt innovative practices. Finally, the Professional Capital Theory emphasizes that teacher professionalism is enhanced not only by individual skills but also through collaboration and shared decision-making, which together build a stronger, more competent teaching workforce. By combining these theories, the study captures how innovation and knowledge sharing work together to improve the professional growth and effectiveness of teachers in the educational system.

Statement of the Problem

This study aims to examine the relationship between individual innovativeness and knowledge sharing among Master Teachers (MT) which relates to the professional competence of the teacher. Specifically, the study seeks to answer the following questions:

1.   What is the level of individual innovativeness among Master Teachers in terms of the following:

1.1   finding information;

1.2   using information and digital resources; and

1.3   Teaching & assessment of learning?

2.   To what extent do Master Teachers engage in knowledge-sharing practices with their colleagues in terms of the following:

2.1   lesson planning & preparation;

2.2   development and construction of instructional materials;

2.3   utilization of instructional strategies; and

2.4   classroom observations?

3.   What is the level of professional competence among teachers in terms of the following:

3.1. self-management;

3.2. professionalism and ethics;

3.3. result focus;

3.4. teamwork;

3.5   service orientation; and

3.6   innovation?

4. Is there a significant relationship between Master Teachers' individual innovativeness, knowledge sharing and the professional competence of teachers?

5. Which of the variables, individually or in combination, influence the professional competence of teachers?

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RESEARCH METHODOLOGY

1.   Population and Samples

A total of 310 public elementary school teachers from the Division of Valencia City who had Master Teachers (MT) assigned at their stations participated in this study. Fifty-four (54) out of 364 teachers did not participate in the study due to personal reasons.

Strict exclusion criteria were applied to maintain a relevant and homogeneous sample focused on public elementary school teachers in Valencia City. Teachers from schools without Master Teachers (Mt), private

schools, those with less than one year of service, temporary or substitute teachers, and those on extended leave were excluded. Additionally, participants unable to provide informed consent due to language barriers or mental impairments were not recruited. Schools that did not participate were also excluded to ensure cooperation. These criteria helped ensure the sample accurately reflected the target population and supported the study's goal of exploring mentorship's role in professional competence.

All genders were included without discrimination based on health, socio-economic status, religion, or ethnicity. By carefully selecting participants who were experienced, stable in their positions, and accessible, the study was able to validly investigate the relationships between educational qualifications, teaching experience, and professional competence among public elementary teachers in the Division of Valencia City.

2. Research Instrument

Research Instrument

The study utilized a structured questionnaire divided into three parts to gather data from participants. The instruments were adopted from established studies and official evaluation tools, ensuring their relevance and appropriateness for the research context.

Part 1 of the questionnaire, which assesses individual innovativeness, was adopted from the study by Yazon et. al (2019) in the study titled "Digital Literacy, Digital Competence and Research Productivity of Educators." The self-assessment tool is directed towards educators at all levels of education and provides teachers a tool for reflecting on their current take-up of digital technologies for innovative and effective

learning. The previous study's reliability testing using Cronbach's alpha, reporting satisfactory internal consistency scores above the recommended threshold of 0.70. This instrument has been previously validated for measuring teachers' innovativeness in finding information, using digital resources, and teaching and assessment strategies.

Part 2, measuring the extent of knowledge sharing, was adopted from the study of Laureano, H., & Manalang, A. (2023) titled "Coaching and Mentoring Practices of Master Teachers." This tool has been utilized to answer queries on coaching and mentoring practices of Master teachers in the Schools Division of Pangasinan II, S.Y. 2022-2023. The previous study's reliability testing using Cronbach's alpha, reporting satisfactory internal consistency scores above the recommended threshold of 0.70 too. This section captures collaboration in lesson planning, instructional material development, instructional strategies, and classroom observation practices.

Part 3 was adapted from the Individual Performance Commitment and Review Form (IPCRF), specifically Part 2, which is the official tool used by the Department of Education (DepEd) to evaluate teacher quality and professional competence over a school year. The evaluation aligns with the Philippine Professional Standards for Teachers (PPST), focusing on self-management, professionalism, ethics, result focus, teamwork, service orientation, and innovation. The IPCRF is an established, government-endorsed evaluation tool standardized for teacher assessment nationwide, with its validity anchored on the PPST framework developed through rigorous expert consultations and field testing.

3. Collection of Data

The initial research paper was submitted to the Review of Ethical Considerations (REC) committee to ensure that all ethical standards were upheld in the conduct of the study. After receiving approval from the REC and the recommendation of the Dean of the College of Education Graduate Studies, communication was made to the Schools Division Superintendent of Valencia City for approval to conduct the study. Once the superintendent's approval was obtained, the researcher sent formal request letters to the district supervisors, principals or school heads of each participating school, including a copy of the approved letter from the Division Office. Additionally, Master Teachers, who were the subjects of the study, were provided with consent letters informing them that teachers in their schools would answer questions regarding their innovativeness and knowledge-sharing practices. It was emphasized that the Master Teachers themselves

would not be required to answer any questionnaire. Before involvement, informed consents were obtained, clearly informing the respondents about their freedom to refuse participation or withdraw from the study at any point without suffering any effects. To help provide efficient distribution and collection of questionnaires, the process was coordinated by school administrators and master teachers.

Furthermore, instructions on how to complete the questionnaire were given. The gathered accomplished questionnaires were 100 percent retrieved. The data was collected in-person. The research maintained strict confidentiality and anonymity during data collection, where all information obtained was used for research purposes only.

The research was done within a period of six months from November 2024 to of May 2025. Results analysis and interpretation was done, with the final report due by April 28, 2025. The data were also labeled and organized for later analysis.

Scoring Procedure

A five (5) point Likert scale measured their perceived level of individual innovativeness, with 1 as the least and 5 as the highest.

Scale	Range	Qualitative Description	Qualifying Statement
5	4.50 – 5.00	Extremely innovative	The master teacher consistently uses innovative methods, new technologies, and updated lesson plans as a model for peers.
4	3.50 – 4.49	Highly innovative	The master teacher often adopts new practices, tools, and strategies to improve learning.
3	2.50 – 3.49	Moderately innovative	The master teacher sometimes tries new methods and technologies but inconsistently.
2	1.50 – 2.49	Slightly innovative	The master teacher rarely uses innovations and relies on traditional methods.
1	1.00 – 1.49	Not at all innovative	The master teacher shows no effort to adopt new strategies or technologies.

A five (5) point Likert scale measured their perceived extent of knowledge sharing among Master Teacher, with 1 as the least and 5 as the highest.

Scale	Range	Qualitative Description	Qualifying Statement
5	4.50 – 5.00	Very great extent	Master Teachers consistently and effectively mentor and share teaching-related knowledge.
4	3.50 – 4.49	Great extent	Master Teachers often share knowledge and actively support other teachers.
3	2.50 – 3.49	Moderate extent	Master Teachers sometimes share ideas and help with teaching tasks, but not regularly.
2	1.50 – 2.49	Low extent	Master Teachers rarely share information or provide limited teaching support.
1	1.00 – 1.49	No extent	Master Teachers do not share ideas or assist others in teaching-related tasks.

Scale	Range	Qualitative Description	Qualifying Statement
5	4.50 – 5.00	Outstanding	Teachers consistently demonstrate high levels of professional competence across self-management, ethics, results focus, teamwork, service, and innovation, highly influenced by Master Teachers' practices.
4	3.50 – 4.49	Very Satisfactory	Teachers often apply professional competence effectively, showing clear positive influence from Master Teachers' guidance.
3	2.50 – 3.49	Satisfactory	Teachers demonstrate competence in some areas but need further mentoring and support from Master Teachers to improve consistently.
2	1.50 – 2.49	Unsatisfactory	Teachers show minimal competence and require substantial assistance and close mentoring from Master Teachers.
1	1.00 – 1.49	Poor	Teachers lack professional competence in performing their duties, highlighting an urgent need for intensive support and intervention.

A five (5) point Likert scale measured their perceived level of professional competence of teachers, with 1 as the least and 5 as the highest.

4. Data Analysis

To answer the question no. 1 on level of individual innovativeness among Master Teacher the weighted mean and standard deviation were used.

To answer the question no. 2 on extent of knowledge sharing among Master Teacher, the weighted mean and standard deviation were as well used.

To answer the question no. 3 on level of professional competence of teachers, the weighted mean and standard deviation also were used.

To answer question no. 4, in the relationship between individual innovativeness and knowledge sharing among Master Teacher on the professional competence of teachers, a Correlation analysis was employed to determine the strength and direction of the relationships between the variables to examine the relationship between individual innovativeness, knowledge sharing and professional competence of teachers.

To answer no. 5, a Regression Analysis is to be used for assessing the combined effect of two or more independent variables on a dependent variable. This can help determine how both individual innovativeness and knowledge sharing predict or influence the professional competence of teachers and was able to see the relative contribution of each variable (innovativeness and knowledge sharing) in predicting professional competence.

The research employed appropriate statistical methods to ensure accuracy and reliability in data analysis. Descriptive statistics (mean and, standard deviation) summarized individual innovativeness, knowledge sharing, and professional competence among teachers. Correlation coefficient identified the relationships between these variables, while Regression Analysis assessed the impact of influence of innovativeness and knowledge sharing on professional competence. These statistical approaches ensured a comprehensive and accurate analysis of the data.

Result (s)

Based on the data gathered, the following are the salient findings of the study:

Level of Individual Innovativeness of Master Teacher

Table 2. Individual innovativeness of Master Teachers in terms of finding information.

Finding Information	Mean	SD	QD
Scanning or skimming a web page to get to the key relevant information quickly.	4.20	3.00	Highly Innovative
Keeping up to date with information from authoritative people or organizations.	4.20	0.78	Highly Innovative
Using social media networks as a source of information	4.18	0.78	Highly Innovative
Overall Mean	4.19	1.23	Highly Innovative

Table 2 presents the Master Teachers' (MTs) level of individual innovativeness in the domain of finding information, as perceived by elementary teachers in the Division of Valencia City, Region 10 – Northern Mindanao. The overall mean score indicates a "Highly innovative" level, suggesting that MTs frequently adopt new practices, tools, and strategies to enhance learning. This finding demonstrates that MTs possess 21st-century skills that are essential to their professional roles.

This high level of innovativeness is particularly relevant within the Division of Valencia City due to the increasing demands for centralized reporting, examinations, and various assessments that must be found and downloaded from the institution's website. In addition to these administrative responsibilities, MTs are expected to design instructional materials that are not only relevant and engaging but also integrated with information and communication technology (ICT).

Among the specific indicators, the highest mean score was observed in the statement, "Scanning or skimming a web page to quickly identify key relevant information", indicating strong competency in efficiently locating information. In contrast, the indicator "Using social media networks as a source of information" received the lowest mean score, although it still fell within the "Highly Innovative" range. This suggests that while MTs excel in digital information-seeking, they may exercise caution in relying on informal or unverified sources such as social media.

Finding information entails searching, evaluating, and selecting relevant data to address questions, solve problems, or acquire knowledge. For MTs, this skill is crucial to staying current with educational trends, improving instructional strategies, supporting colleagues, and delivering accurate, up-to-date knowledge to learners. Brinkman (2022) emphasized that the credibility of the source and the clarity of the information significantly influence teachers' willingness to seek and share new teaching ideas. Teachers who prioritize evidence-based practices are more likely to engage in proactive information-seeking behavior.

However, these findings contrast with those of Geçikli (2022), who reported that excessive internet use may negatively impact innovativeness. This contrast suggests the importance of a balanced approach to technology use ensuring that it supports rather than impedes professional development. Li et al. (2023) also asserted that information-based teaching and behavioral research data provide more accurate indicators of information literacy, highlighting the need for cautious and responsible online information-seeking.

In support of this, Yu et al. (2022) found that technological and environmental enablers, such as online resource centers and professional forums, empower teachers to access information that enhances instructional quality. Similarly, Xu and Li (2022) underscored that teachers' motivation to find and share information is

significantly influenced by institutional support. Schools that foster professional curiosity through access to research databases and peer collaboration networks experience greater innovation among their teaching staff.

Ultimately, the high level of innovativeness in the domain of finding information among MTs reflects their proficiency in navigating digital tools and educational resources. This not only supports their continuous professional development but also enhances the quality of mentorship they provide to peers. Nevertheless, as Thurlings et al. (2015, as cited by Reyes, 2018) noted, the responsible and purposeful use of the internet is essential in promoting innovative teaching practices and strengthening teacher self-efficacy.

Table 3. Individual innovativeness among Master Teachers in terms of using information and digital resources.

Information and Digital Resources	Mean	SD	QD
Effectively protect sensitive content e.g. exams, students' grades, personal data	4.24	0.73	Highly Innovative
Using information in different media such as videos, articles, journals etc.	4.20	0.79	Highly Innovative
Keeping record of the relevant details of information one finds online	4.15	0.78	Highly Innovative
Uses different internet sites and search strategies to find and select a range of different digital resources	4.14	0.78	Highly Innovative
Sharing files legally with others	4.12	0.86	Highly Innovative
Overall Mean	4.17	0.70	Highly Innovative

Table 3 shows the Master Teachers' (MTs) level of individual innovativeness in using information and digital resources, with an overall mean rated as "Highly innovative" and a standard deviation close to the mean. The highest mean was found in the item "Effectively protect sensitive content (e.g., exams, students' grades, personal data)," which also falls under the "Highly Innovative" category. This indicates that MTs in the Division of Valencia City regularly adopt new tools and strategies to improve learning while being mindful of data privacy regulations. It suggests that they understand the importance of protecting confidential information and use digital tools to keep this data secure in their respective stations. On the other hand, "Sharing files legally with others" received the lowest mean score but remained within the "Highly Innovative" range. This supports the idea that MTs are careful and responsible about when and how they share sensitive information.

Master Teachers (MTs) demonstrate responsibility not only in using digital resources for non-teaching tasks but also in integrating these tools into their lessons with careful consideration of the reliability of sources and the appropriateness and informativeness of videos for children. Master Teachers who have long experience navigating digital tools tend to benefit more from their use compared to those less familiar with such technologies.

This observation aligns with the study by Rodríguez et al. (2022), which examined the use of digital resources in higher education during the COVID-19 pandemic. The primary resources utilized included videoconferencing tools, educational videos, and virtual platforms. Many higher education institutions relied on free and open-access resources to efficiently complete tasks, demonstrating greater precision than traditional methods. Supporting this, Guillén-Gámez et al. (2022) found that teachers with 15 or more years of experience showed the most consistent and notable use of digital resources across all subject areas. Furthermore, activities such as viewing or creating videos and developing posters and concept maps were identified as especially effective teaching tools. Triana and Rugaiyah (2023) showed that informal online groups facilitated quick and practical knowledge exchanges. These digital interactions served as repositories of best practices and problem-solving tips. Langdal (2023) emphasized how digital platforms improved knowledge sharing in entrepreneurial education. Teachers who integrated technology into their resource searches and planning processes enhanced both personal competence and student engagement.

Table 4. Individual innovativeness among Master Teachers in terms of teaching & assessment of learning.

Teaching & Assessment of Learning	Mean	SD	Qualitative Description
Carefully considers how, when and why to use digital technologies in class, to ensure that they are used with added value.	4.24	0.77	Highly Innovative
Carefully consider choosing to use digital technologies in class, to ensure that they are used with added value.	4.22	0.77	Highly Innovative
Analyses all data available to me to timely identify students who need additional support.	4.17	0.76	Highly Innovative
Uses digital assessment formats to monitor student progress.	4.13	0.77	Highly Innovative
Overall Mean	4.19	0.70	Highly Innovative

Table 4 provides Master Teacher's (MT) level of individual innovativeness in teaching and assessment of learning. Data revealed that the overall mean of individual innovativeness in teaching and assessment of learning is at "Highly innovative" level, highest mean is "Carefully considers how, when and why to use digital technologies in class, to ensure that they are used with added value. While "Uses digital assessment formats to monitor student progress" garnered the least mean score. All of them are qualitatively interpreted as "The MT often adopts new practices, tools, and strategies to improve learning". In the schools all over the division teachers are encouraged to use ICT-based learning, inputs and update Learner's Reference Number (LRN) or other information in the Learner Information System (LIS), digital assessment for easy reporting and feedback as well as item analysis during periodical examinations.

Ningsih and Mulyono (2019) reported that primary school teachers hold positive perceptions of digital assessment tools such as Kahoot! and Zip Grade, highlighting benefits including engaging learning environments, automated scoring, and immediate feedback. Despite challenges related to school context and teacher readiness, their study underscores the practicality and effectiveness of these tools in classroom assessment and instruction. Reflecting this, the Division of Valencia City has institutionalized the use of Zip Grade to facilitate efficient monitoring and evaluation of periodical exams.

Complementing these findings, Adeshina (2024) emphasized the transformative role of digital resources in enhancing teaching and learning. Digital resources enable personalized learning through adaptive technologies and real-time data analytics, allowing educators to tailor instruction to diverse student needs. Additionally, these tools promote global collaboration and cultural awareness. Although obstacles such as the digital divide and the need for continuous professional development persist, the strategic integration of digital tools signifies a pivotal advancement in education, consistent with the high level of innovativeness demonstrated by Master Teachers in utilizing information and digital resources to improve instructional practices.

Table 5. Summary of the Level of Individual Innovativeness of Master Teacher

Level of Individual Innovativeness	Mean	SD	QD
Finding information	4.19	1.23	Highly Innovative
Assessment of learning	4.17	0.70	Highly Innovative
Using information and digital resources	4.19	0.70	Highly Innovative
Overall Mean	4.18	0.75	Highly Innovative

Table 5 summarizes the Master Teachers' (MT) individual innovativeness, which was consistently rated as "Highly Innovative" across all domains. The highest mean was in finding information, followed by teaching and assessment, with using digital resources having the lowest yet still high mean. The low standard deviations

reflect consistent practices among respondents. This corresponds that the Master Teacher often adopts new, practices, tools, and strategies to improve learning.

These findings affirm that Master Teachers (MT) in the Division of Valencia City not only embrace innovation but also effectively apply it in teaching, assessment, and technology use. This supports the work of Mazman Akar (2019) and Tang (2021), who emphasized the importance of personal innovativeness, ICT self-efficacy, and ongoing professional development in technology adoption. Framed within Rogers' Diffusion of Innovations Theory (1962), these MTs can be considered early adopters or innovators, positioning them as key agents in promoting technology integration and mentoring their peers.

Similarly, Thurlings et al. (2015), as cited by Lambriex-Schmitz (2023), highlighted that both individual and environmental factors influence innovativeness, noting that innovation thrives only within a collaborative context. Conversely, Can et al. (2020) found contrasting results in their study of primary school teacher candidates, where individual innovativeness was low. Their study also revealed that individual innovativeness varied with parental education levels, while professional innovativeness tendencies differed by grade level. Despite these differences, they concluded a moderate, positive, and significant relationship between individual innovativeness and professional innovativeness tendencies among MT candidates.

Further supporting this, Reyes (2018) examined dispositional styles and innovative work behavior among educators in a high-performing K–12 charter school. The study found that educators with positive traits such as openness, resilience, and adaptability were more likely to engage in innovative teaching behaviors. This aligns with the current findings, which show that MTs exhibiting higher individual innovativeness and active knowledge sharing tend to demonstrate stronger professional competence. Together, these studies suggest that both internal factors such as dispositional styles and innovativeness and collaborative practices such as knowledge sharing are critical in shaping teacher performance and responsiveness to curricular innovations like the Matatag Curriculum. This underscores the importance of fostering a supportive environment that promotes both personal growth and professional collaboration for successful educational reform.

Table 6. Extent to which Master Teachers engage in knowledge-sharing practices with their colleagues in terms of lesson planning and preparation.

Lesson Planning and Preparation	Mean	SD	QD
Exhibits a positive attitude towards teaching.	4.33	0.74	Great extent
Exhibits enthusiasm for teaching and learning.	4.30	0.76	Great extent
Ensure that the lesson is organized, engaging, and purposeful.	4.25	0.78	Great extent
Demonstrates a positive attitude in dealing with challenging tasks in teaching.	4.25	0.81	Great extent
Creates a realistic timeline.	4.23	0.79	Great extent
Shares professional skills, knowledge, and expertise in crafting lesson plans.	4.23	0.81	Great extent
Leads in the preparation and enrichment of the curriculum.	4.23	0.80	Great extent
Instructs teachers to plan to assess learners' understanding.	4.22	0.81	Great extent
Guides co-teachers in identifying the learning objectives.	4.21	0.80	Great extent
Cascades broad objectives into specific ones.	4.19	0.78	Great extent
Overall Mean	4.24	0.71	Great extent

The data presented in Table 6 indicate that Master Teachers (MTs) share their knowledge with other teachers to a "Great extent", particularly in lesson planning and preparation. This is evidenced by the highest overall mean under the indicator "exhibits a positive attitude towards teaching." Conversely, the indicator "cascades broad

objectives into specific ones" received the lowest mean score, although all ten indicators remain within the same descriptive category of "great extent."

These findings suggest that Master Teachers recognize the vital role of teaching in both their own professional growth and in supporting the development of fellow educators. Despite their numerous responsibilities, MTs continue to prioritize mentoring by observing classes and assisting teachers in classroom management. However, there is a noted need for improvement in translating broad objectives into specific, actionable goals an area of growing importance given the ongoing implementation of various educational programs in the Division of Valencia City, particularly those related to reading remediation and the enforcement of the "No Read, No Move" policy.

The data indicated a consistent and strong level of collaboration and support from MTs'. These results means that master teachers not only model a positive and motivated teaching disposition but also actively contribute to the quality and structure of lesson plans. Additionally, substantial support is provided in guiding co-teachers in identifying learning objectives and sharing professional skills and expertise in lesson crafting.

This pattern of high mean values across all items highlights the critical role of master teachers in mentoring, instructional planning, and curriculum enrichment, which directly enhances the teaching competence of their colleagues. Chong and Kong (2012), as quoted by Mendoza et al. (2022), highlighted the significance of collaborative learning designs in education to assist teachers in addressing increasing and varied learning requirements of students. Under these circumstances, collaborative lesson planning (CLP) is crucial in teachers' professional development (Gutierez, 2019). CLP consists of continuous reflection on teaching methods, establishing instructional objectives, and influencing pedagogy to support successful lesson implementation (Eaker, DuFour, & Burnette, 2002). Moreover, Eaker et. al., (2002) as cited by Johnson, S. L. (2019) on the study "The evolution of a professional learning community: an action research study in an urban elementary school." Where experienced mentors, such as Master Teachers, led by example and offer guidance in both technical and pedagogical aspects professional learning community through knowledge sharing.

Master Teachers (MT) significantly contribute to lesson planning and preparation by actively sharing knowledge, modeling best practices, and fostering engaging, well-structured instruction. Their consistent support in mentoring and curriculum design enhances the professional growth of their fellow teachers.

The next component found in this study is on the extent to which Master Teachers engage in knowledge-sharing practices with their colleagues in terms of development and construction of instructional materials. This is viewed important as mentorship has been a pivotal factor in teacher improvement in all aspects of the teaching preparation and competency. The discussion below centers on this premise and is further shown in table 7 below.

Table 7. Extent to which Master Teachers engage in knowledge-sharing practices with their colleagues in terms of development and construction of instructional materials.

Development or Construction of Instructional Materials	Mean	SD	QD
Supports mentees in crafting colorful, meaningful, and relevant instructional materials to facilitate learning engagement among learners.	4.20	0.82	Great extent
Assists colleagues in crafting indigenized instructional materials aligned with the learning competencies.	4.19	0.84	Great extent
Advise mentees to craft instructional materials that is easy to read and understand.	4.19	0.84	Great extent
Guides teachers in the development of instructional materials using technology.	4.18	0.85	Great extent
Leads mentees in developing instructional materials that are responsive to learners' diversity.	4.15	0.84	Great extent

Provides technical assistance to the mentees in developing video lessons that can impact students' ability to learn.	4.15	0.87	Great extent
Leads mentees in developing appropriate instructional materials for the target grade level.	4.15	0.86	Great extent
Provides technical assistance to mentees in the development of modules.	4.15	0.85	Great extent
Guides mentees in contextualizing instructional materials to make learning more meaningful and exciting.	4.13	0.82	Great extent
Provides mentees with the knowledge and skills to craft instructional materials	4.12	0.84	Great extent
Overall Mean	4.16	0.78	Great extent

The table 7 shows that Master Teachers (MT) share knowledge with other teachers "Great extent" when it comes to the development and construction of instructional materials. This is supported by an overall mean described as "Great extent" with a close standard deviation. All ten indicators fall under the descriptive category "Great extent," with "supports mentees in crafting colorful, meaningful, and relevant instructional materials to facilitate learning engagement among learners" being the highest in mean score and "provides mentees with the knowledge and skills to craft instructional materials" as the lowest in the rank. The MTs in the Division of Valencia City are consistent in their mentoring and collaborative activities even though there are time constraints due to administrative tasks assigned to them and other challenges encountered they could still make time to mentor teachers in this aspect. They utilize their classroom observation schedules to might as well give suggestions and or help in crafting instructional materials.

This demonstrates that Master Teachers (MT) consistently provide substantial support in this area. The highest-rated indicator is "Guides teachers in the development of instructional materials using technology", emphasizing the importance placed on integrating digital tools into instructional design. Equally notable are high mean scores for advising mentees to craft easy-to-understand materials and assisting in the creation of indigenized and contextualized instructional resources, suggesting a strong commitment to creating inclusive, learner-centered materials. Other key contributions include providing technical assistance, mentorship in developing video lessons, and crafting materials suited to grade levels and diverse learners.

 These findings underscore the pivotal role of Master Teachers (MTs) in empowering their colleagues to design effective, relevant, and engaging instructional materials that align with curricular standards and address diverse student needs. The data indicate that MTs provide consistent and substantial support particularly in the integration of technology and the development of contextualized, learner-centered resources. Across all indicators, their efforts were rated as occurring "to a great extent," highlighting the breadth and impact of their mentorship on instructional quality.

This is consistent with the findings of Azwardi (2020), whose action research conducted in a regency of Jambi Province, Indonesia during the 2019–2020 school year demonstrated the effectiveness of collaborative academic supervision. The study involved 86 teachers and revealed significant improvements in instructional material development following two cycles of joint academic supervision. Notably, teacher competence increased by 62% in syllabus preparation and by 58% in lesson planning. These quantitative gains validate collaborative supervision as a strategic approach for enhancing teachers' professional competencies in curriculum design and implementation.

In light of both the current study and Azwardi's (2020) findings, it is evident that the mentorship provided by Master Teachers plays a critical role in fostering instructional innovation and continuous professional development among teachers. Their guidance not only improves the quality of teaching materials but also builds a collaborative culture that supports sustained educational improvement. Akosile and Olatokun (2020) highlighted how the absence of a knowledge-sharing culture negatively affected the use and improvement of instructional resources. Teachers were more likely to rely on outdated methods if there was limited opportunity to observe or share effective practices.

Table 8. Extent to which Master Teachers engage in knowledge-sharing practices with their colleagues in terms of utilization of instructional strategies.

Utilization of Instructional Strategies	Mean	SD	QD
Supports teachers in using various instructional strategies to make the learners learn, like modeling, guided, and independent practice.	4.24	0.85	To a great extent
Encourages colleagues to use instructional strategies to ensure learners can work with many group members.	4.23	0.82	Great extent
Demonstrates applications of instructional strategies that can develop learners' enthusiasm in promoting reflections and higher-level thinking.	4.20	0.79	Great extent
Advise teachers to use teaching strategies that motivate students and help them focus their attention.	4.19	0.80	Great extent
Models' instructional strategies to mentors to create an atmosphere of openness and acceptance in the teaching-learning process.	4.19	0.79	Great extent
Guides mentees in the use of appropriate teaching strategies in different learning areas.	4.18	0.83	Great extent
Exhibits the use of instructional strategies that are effective for operating and creating interest and enthusiasm for new concepts or topics.	4.18	0.80	Great extent
Guides mentees in utilizing instructional strategies that allow learners to transfer skills and ideas across different scenarios.	4.17	0.86	Great extent
Demonstrates instructional strategies responsive to school health programs, like cooperative learning, group discussion, role-playing, and independent study.	4.17	0.83	Great extent
Exhibits instructional strategies that can support learners in developing meaningful connections between skills and ideas and real-life situations.	4.16	0.84	Great extent
Overall Mean	4.19	0.75	Great extent

The table 8 reveals that the overall extent of knowledge sharing among Master Teachers (MTs) in the area of instructional strategies is described as "Great extent." The indicator with the highest level of knowledge sharing is "supporting teachers in using various instructional strategies such as modeling, guided, and independent practice." In contrast, the indicator with the lowest extent though still falling under the same descriptive category is "guiding mentees in utilizing strategies that allow learners to transfer skills and ideas across different scenarios." This suggests that while Master Teachers in the Division of Valencia City are highly effective in sharing a wide range of instructional strategies, there remains room for improvement in mentoring teachers on how to apply these strategies to facilitate deeper learning and skill transfer among students. Specifically, MTs may need to enhance their capacity to support teachers in implementing techniques that promote the application of concepts in varied, real-world contexts an essential component of 21st-century teaching and learning.

Overall, the results affirm that Master Teachers (MTs) play a critical role as mentors who foster pedagogical growth by promoting the effective and meaningful use of instructional strategies in the classroom. Successful teaching relies heavily on the appropriate use of instructional strategies, which, in turn, depends on teachers' perceptions and understanding of their relevance. Almekhlafi et., al., (2020) found that teachers in the United Arab Emirates were not only highly aware of but also actively implemented Marzano's research-based instructional strategies in their classrooms. Their findings suggest that even in contexts where local or contextual strategies are emphasized, educators still recognize the value of incorporating established, research-informed practices. This reinforces the importance of professional knowledge, continuous training, and reflective practice in selecting and applying instructional methods. Aligned with this, the current findings suggest that Master Teachers contribute significantly to building this professional awareness and capacity among their peers. Their mentorship ensures that strategy use is not merely a matter of access but is grounded in understanding, relevance, and purposeful implementation suited to the specific classroom context.

Table 9. Extent to which Master Teachers engage in knowledge-sharing practices with their colleagues in terms of classroom observations.

Classroom Observations	Mean	SD	QD
Makes classroom observations more encouraging, productive, and less threatening.	4.32	0.78	Great extent
Provides constructive feedback to mentees after classroom observations for her professional growth.	4.31	0.79	Great extent
Uses factual and objective terms in classroom observations.	4.30	0.80	Great extent
Provides positive feedback on teachers' self-esteem in teaching.	4.29	0.80	Great extent
Provides details on the materials used for constructing the setting and comprehensively describe the objects and features in the vicinity.	4.28	0.80	Great extent
Responsible for aiding mentees comprehending the objectives and educational aims of observing classes.	4.27	0.79	Great extent
Provides mentees the opportunities to plan and organize, monitor their work, direct their learning, and self-reflect.	4.27	0.81	Great extent
Spends time with mentees and discusses what best classroom practices look like in the classroom and discusses the context of the learning environment, the kinds of learners, what they need, and what they already know.	4.27	0.84	Great extent
Helps mentees see a better understanding of learning through the eyes of their learners.	4.26	0.78	Great extent
Emphasizes behavior management in the delivery of instruction.	4.25	0.80	Great extent
Overall Mean	4.28	0.74	Great extent

The data in table 9 indicate that the overall extent of knowledge sharing among Master Teachers (MTs) in the area of classroom observations is rated as "Great extent." The indicator with the highest mean is "making classroom observations more encouraging, productive, and less threatening," highlighting the MTs' commitment to creating a supportive and non-intimidating environment during observations. Conversely, the indicator with the lowest mean though still within the same descriptive category is "emphasizing behavior management in the delivery of instruction."

This suggests that Master Teachers in the Division of Valencia City diligently adhere to proper observation protocols, which include conducting pre-conferences and post-conferences. These steps help prepare teachers in areas such as lesson planning, setting clear objectives, selecting appropriate instructional materials, and applying effective teaching strategies. The feedback provided after observations further reinforces teachers' strengths and identifies areas for improvement.

The results affirm that MTs Master teachers often share knowledge and actively support other teachers. Their highest-rated practices reflect a deliberate effort to foster a growth-oriented atmosphere, offering constructive and objective feedback, promoting teacher self-esteem, encouraging reflective practice, and discussing effective instructional strategies. These mentoring practices underscore the MTs' vital role in enhancing instructional quality and supporting professional development across the division.

Trust (2016), as cited by Mutahar (2022), emphasized the foundational role of trust in promoting knowledge exchange during peer observations. Teachers were more receptive to feedback and mentoring when they perceived the environment as non-threatening which is evident in the current findings. Furthermore, classroom observation, as a recognized tool in Continuous Professional Development (CPD), enhances pedagogy and classroom management through structured feedback. In relation to that, Parlar and Cansoy (2017), as cited by

Kinay and Suer (2020), revealed that personality traits like openness to experience made teachers more inclined to participate in classroom observation and feedback. Those who viewed teaching as an evolving craft were more eager to share insights and receive critique.

Halim et., al., (2018) affirm its value in making learning visible and fostering collegiality. This aligns with current findings that observation-driven feedback significantly improves teaching performance. Cornelissen et al. (2014), cited by Baxter et al. (2024), suggested that formal education programs for in-service teachers should be embedded in a collaborative network. When classroom observation was integrated into these networks, reflective teaching and continuous improvement were promoted. Supported by Social Capital Theory, which values trust, networks, and reciprocity, the findings suggest that strong professional relationships and knowledge sharing not only enhance competence and continuous learning but also foster collaboration and innovation, equipping educators to face evolving educational challenges.

Zheng and Ye (2022) underscored the role of the Master Teacher Studio in shaping pedagogical innovation. Teachers refined assessment practices based on shared classroom experiences and collaborative discussions and Seng (2018) pointed out the importance of government support in promoting research and practices that encourage lifelong learning. Zeinabadi (2022) confirmed that when leaders modeled knowledge sharing in teaching strategies and assessment practices, teacher behavior followed suit. Master teachers who led by example contributed to a school culture of reflective practice and continuous learning. Professional development networks that incorporated classroom observation. As well as, knowledge sharing mediated the relationship between leadership and innovation, particularly in assessment practices. Teachers encouraged by their leaders to share assessment tools demonstrated higher creativity and responsiveness to student needs. and feedback loops resulted in improved teaching quality and accountability (Sudibjo and Prameswari, 2021).

Table 10. Summary of the extent of knowledge sharing among Master Teachers.

Extent of Knowledge Sharing	Mean	SD	Descriptive Rating
Classroom Observations	4.28	0.74	Great extent
Lesson Planning and Preparation	4.24	0.71	Great extent
Utilization of Instructional Strategies	4.19	0.75	Great extent
Development or Construction of Instructional Materials	4.16	0.78	Great extent
Overall Mean	4.22	0.75	Great extent

The table 10 reveals that the overall extent of knowledge sharing among Master Teachers (MT) is described as " Great extent." Among the four domains, Classroom Observations received the highest overall mean, indicating it is the area where MTs provide the most substantial support. Conversely, the Development or Construction of Instructional Materials received the lowest mean, though still within the same descriptive category, suggesting relatively less yet still significant support in this area compared to others.

These findings underscore the vital role of master teachers as mentors, instructional leaders, and agents of professional development. Their sustained efforts enhance the competence, confidence, and creativity of their colleagues, ultimately contributing to improved educational outcomes for students. The positive climate they cultivate through consistent knowledge sharing fosters an environment where teachers are empowered to grow, experiment, and respond effectively to the diverse needs of learners. The Master Teachers in the Division of Valencia City often demonstrates knowledge sharing in all the parameters. They are not just handling their own learners but are also willing to help others better improve teacher competence and academic performance of the school as this gives a collective recognition to the whole community and a proof to MTs performance commitment.

Tondeur, Scherer, Siddiq, and Baran (2020) supports these findings and emphasized the importance of teacher collaboration and ICT competence in promoting innovative teaching practices. Their multilevel analysis

revealed that structured knowledge sharing particularly through mentoring, feedback, and classroom-based support plays a crucial role in developing teachers' instructional capabilities. These findings support the idea that Master Teachers (MTs), through consistent classroom observations and collaborative efforts, serve as effective facilitators of pedagogical improvement and innovation in schools. Similarly, Carreon (2019) found that mentoring practices of Master Teachers in Philippine public schools significantly influence the teaching performance of novice educators. The study concluded that regular classroom observations, constructive feedback, and modeling of best practices by MTs contribute meaningfully to improved instructional delivery and classroom readiness. Together, these studies affirm the critical role of Master Teachers as mentors and instructional leaders, whose efforts foster a collaborative, growth-oriented environment that enhances teacher competence and student learning outcomes.

The findings imply that Master Teachers (MT) are crucial catalysts for professional growth and instructional excellence within schools. Their active and consistent knowledge sharing fosters a collaborative culture that not only enhances individual teacher competence but also strengthens overall teaching quality. This suggests that educational systems should invest in empowering and supporting master teachers, recognizing them as key resources for mentoring and instructional leadership. By doing so, schools can create sustainable professional learning communities that drive continuous improvement, innovation, and responsiveness to diverse learner needs, ultimately leading to better student outcomes.

Table 11. Level of professional competence among teachers in terms of self-management

Self-Management	Mean	SD	QD
Displays emotional maturity and enthusiasm for and is challenged by higher goals.	4.41	0.64	Very Satisfactory
Undertakes personal actions and behavior that are clear and purposive and takes into account personal goals and values congruent to that of the organization.	4.39	0.62	Very Satisfactory
Sets personal goals and directions, needs and development.	4.37	0.60	Very Satisfactory
Sets high quality, challenging, realistic goals for self and others.	4.35	0.64	Very Satisfactory
Prioritizes work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals.	4.34	0.61	Very Satisfactory
Overall Mean	4.37	0.55	Very Satisfactory

Table 11 presents the level of professional competence in self-management among teachers. The findings indicate a "Very satisfactory" level overall, with the highest-rated indicator being "displaying emotional maturity and enthusiasm for challenging higher goals." This suggests that teachers are highly motivated, emotionally stable, and able to manage professional responsibilities with confidence and commitment. The indicator with the lowest mean though still falling within the "Very satisfactory" category was "prioritizing work tasks and schedules to achieve goals," pointing to an area where teachers can improve in terms of time and task management. These results are reinforced by qualitative feedback, which affirms that teachers consistently demonstrate effective self-management. This is likely influenced by the positive role modeling and guidance provided by Master Teachers (MTs), highlighting the importance of mentoring in developing professional competence across the Division of Valencia City. Teachers can juggle overlapping responsibilities with calmness, precision, and focus traits that emerge from a clear understanding of task prioritization and goal setting.

These findings contrast with those of Runhaar et al. (2019), who emphasized the individualistic nature of career self-management among teachers, portraying it as a self-initiated process involving networking, feedback-seeking, and opportunity creation supports this claim. In contrast, the current context shows that teachers' self-management is significantly shaped by the presence and influence of Master Teachers, who model professional behavior and practices. This difference underscores the collaborative, rather than solitary, nature of professional development in the Division of Valencia City.

The interpretation of the data aligns well with Toma's (1992) Self-Management Theory for Developing Teacher Effectiveness. Toma argues that while teachers may excel in content and pedagogy, they often struggle with self-management amid institutional demands and role pressures. His theory identifies the teacher as a manager of three interconnected domains: the self, the students, and the organization. Effective self-management, according to Toma, equips teachers to harmonize instructional duties with organizational responsibilities, promoting resilience and sustained professional performance. Furthermore, his framework calls for embedding self-management training in both pre-service and in-service programs a point that resonates with the current findings. The teachers' demonstrated ability to remain professional and ethically consistent, even in challenging situations, illustrates the core principles of Toma's theory: emotional maturity, self-direction, and alignment of personal and institutional goals. These competencies are not only fostered individually but are strengthened through the mentoring culture led by Master Teachers.

Table 12. Level of professional competence among teachers in terms of professionalism and ethics.

Professionalism and Ethics	Mean	SD	QD
Act with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.	4.50	2.34	Outstanding
Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.	4.45	0.61	Very Satisfactory
Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for public officials and employees (RA 6713).	4.43	0.63	Very Satisfactory
Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.	4.43	0.64	Very Satisfactory
Makes personal sacrifices to meet the organization's needs.	4.40	0.61	Very Satisfactory
Overall Mean	4.44	0.70	Very Satisfactory

Table 12 presents the level of professionalism and ethics among teachers, which is rated as "Very satisfactory" overall. The highest-rated indicator is "acting with a sense of urgency and responsibility to meet organizational needs and improve effectiveness," which received an "Outstanding" rating. In contrast, the lowest-rated indicator though still within the "Very Satisfactory" range is "making personal sacrifices to meet the organization's needs." This reflects that teachers in the Division of Valencia City demonstrate a strong commitment to fulfilling their responsibilities and addressing organizational goals with urgency and accountability.

This was notably evident during the pilot implementation of the Matatag Curriculum. Despite the short period of time for preparation period, teachers adapted quickly and embraced the accompanying changes and challenges, including the lack of textbooks and the demanding task of unpacking competencies. They responded with a positive mindset and collaborative spirit, showing professionalism and ethical conduct throughout the transition. While they made fewer personal sacrifices, their ability to maintain professional integrity and support the implementation process highlights their dedication to their roles without compromising personal well-being. This balance underscores the importance of fostering a supportive environment where professionalism is upheld without necessitating excessive personal cost in the division.

Similar result from the study of Cadiong (2024) that posited that elementary teachers in the National Capital Region who possessed strong leadership skills and demonstrated professional ethics were also those who showed high levels of commitment to their teaching roles. The study emphasized the influence of professional values on teacher effectiveness, concluding that ethical conduct and a sense of mission reinforce teacher competence. While Tenerife et al. (2022), who examined teachers' self-perceived competence in inclusive education added that despite reporting high self-perception scores, many respondents lacked formal training in

special education. The study called for systematic validation of self-assessments through professional evaluations to ensure ethical responsibility and genuine readiness to serve diverse learners.

Hence, the findings suggest that teachers possess strong professional values, are self-driven, and can deliver consistent and effective results in their respective roles. Kati L. (2023) talks about the significance of self-management skills in the workplace, how they can assist employees to remain productive, composed when stressed, and develop in their jobs. It defines self-management, gives examples of self-management skills, and discusses the advantages of acquiring these skills for both employers and employees. The paper also examines the intersection of self-awareness and self-management and how firms can facilitate the growth of self-management in workers.
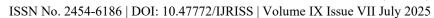
Based on the study of Keshmiri F, et.al (2023) that sought to examine the key determinants of professionalism among academic staff from the perspectives of different stakeholders such as students, colleagues, and education authorities. The findings indicated that professional conduct fell under two categories: compliance with professional obligations and compliance with professional values. Compliance with professional obligations was lower among academic staff than compliance with professional values. In essence, the findings underscore the importance of continuous professional development focused on enhancing both self-management and ethical commitment, while also pointing to the role of supportive leadership and systems that empower teachers to sustain high levels of professionalism without compromising personal well-being.

Table 13. Level of professional competence among teachers in terms of result focus.

Result Focus	Mean	SD	QD
Delivers error-free outputs most of the time by conforming to standards operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no supervision required.	4.41	2.34	Very Satisfactory
Achieves results in optimal use of time and resources most of the time.	4.34	0.64	Very Satisfactory
Expresses a desire to do better and may express frustration are waste or inefficiency. Mary focusses on new or more precise ways of meeting goals set.	4.34	0.65	Very Satisfactory
Avoid rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.	4.31	0.63	Very Satisfactory
Make specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal.	4.27	0.64	Very Satisfactory
Overall Mean	4.33	0.71	Very Satisfactory

The table 13 describes the level of professional competence of teachers in terms of result focus they are. The results show that it is rated "Very satisfactory." The highest-rated indicator is "delivering error-free outputs consistently and producing highquality work without supervision," while the lowest-rated though still within the same category is "making specific changes in work methods or systems to improve performance." This suggests that the majority of teachers in the Division of Valencia City are capable of completing tasks accurately and efficiently, adhering to prescribed patterns, deadlines, and established processes with minimal need for oversight.

These competencies are clearly demonstrated in the teachers' ability to meet organizational expectations while maintaining a high standard of output in the division. Their result-focused mindset is also evident in the remarkable achievements of their learners in various fields such as sports, the arts, academic competitions, and other co-curricular endeavors. These accomplishments reflect the teachers' consistent commitment to excellence, their attention to detail, and their dedication to continuous improvement. Moreover, their capacity

to work independently and maintain a strong output without constant monitoring speaks to their maturity, accountability, and alignment with the overall mission of educational excellence in the division.

This finding is supported by the study of Desapor (2022) on her study entitled "Peer Coaching Practices and Work Engagement on the Professional Competence of Teachers in the New Normal" that states that the teachers in Valencia city has "Very satisfactory" performance in this area identical to the findings on this study. It implies that the teachers constantly achieved results with optimal use of time and resources most of the time.

Furthermore, Pamon and Oco (2024), who studied teachers at West City Central School, established a significant positive correlation between teachers' knowledge of PPST domains and student academic performance. Teachers with high understanding of the standards especially in planning and assessment were found to have students with very satisfactory grades. The study recommended further training in Domain 6 (Community Linkages and Professional Engagement) to sustain and enhance this outcome-driven approach. Likewise, the European-based study by Gadusova et., al (2019) validated tools that measure teaching effectiveness through goal-setting and outcome alignment. Their work confirmed that a clear focus on learning objectives and results is crucial in fostering professional competence that meets both local and international standards.

Therefore, while teachers are already result-oriented and efficient, educational leaders such as Master Teachers (MT) should provide more structured opportunities for them to innovate and reflect on work systems. Empowering teachers to initiate changes in their methods through professional learning communities, peer mentoring, or action research can further elevate performance and adaptiveness, especially in the evolving educational landscape.

Table 14. Level of professional competence among teachers in terms of teamwork

Teamwork	Mean	SD	QD
Works constructively and collaboratively with others and across organizations to accomplish organization goals and objectives.	4.41	0.64	Very Satisfactory
Willingly does his/her share of responsibility.	4.40	0.62	Very Satisfactory
Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization.	4.36	0.62	Very Satisfactory
Drives consensus and team ownership of decisions.	4.33	0.62	Very Satisfactory
Apply negotiation principles in arriving at win-win agreements.	4.32	0.64	Very Satisfactory
Overall Mean	4.36	0.56	Very Satisfactory

The table 14 presents the level of teamwork competence among teachers that is "Very satisfactory." The indicator with the highest rating is working constructively and collaboratively with others to achieve organizational goals, while the lowest-rated indicator is applying negotiation principles to reach win-win agreements both still within the very satisfactory range.

The findings indicate that majority of the teachers in the Division of Valencia City demonstrate a strong capacity for teamwork, consistently engaging in collaborative efforts to achieve shared goals. They are dependable in fulfilling responsibilities and contribute positively to a cooperative work environment. Notably, they excel in working constructively with others across different levels of the organization, reflecting a well-developed sense of collective purpose. While all aspects of teamwork are performed at a high level, the area that appears slightly less developed though still commendable is the ability to apply negotiation principles to reach mutually beneficial agreements. This suggests a possible opportunity to enhance teachers' confidence and skills in managing complex team interactions and decision-making processes to avoid future conflicts that defeats harmony and camaraderie in the workstations.

The results reflect a professional culture in which collaboration is not only valued but actively practiced, highlighting strong team dynamics among teachers. This aligns with the findings of Wullschleger et al. (2023),

who studied teacher collaboration in four secondary schools in Switzerland. Their research, which used social network analysis, explored how teachers work together in areas such as instructional development, teamwork, and organizational management. The study revealed that collaboration varies significantly across these domains, emphasizing the need to view teamwork as a multidimensional construct. This supports the current findings by suggesting that while general collaboration may be strong, specific aspects such as negotiation or organizational coordination may differ in strength and require more focused development.

Table 15. Level of professional competence among teachers in terms of service orientation.

Service Orientation	Mean	SD	QD
Participates in updating office vision, mission, mandates and strategies based on DepEd strategies and directions.	4.36	0.65	Very Satisfactory
Can explain and articulate organizational directions/issues and problems.	4.35	0.66	Very Satisfactory
Initiates activities that promote advocacy for men and women empowerment.	4.35	0.65	Very Satisfactory
Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.	4.35	0.66	Very Satisfactory
Develops and adopts service improvement program though simplified procedures that will further enhance service delivery.	4.32	0.63	Very Satisfactory
Overall Mean	4.35	0.58	Very Satisfactory

The table 15 presents the level of service orientation among teachers is "Very satisfactory." The highest-rated indicator is participating in updating office vision, mission, mandates, and strategies aligned with DepEd directions, while the lowest-rated indicator is developing and adopting service improvement programs through simplified procedures both still rated very satisfactory.

The findings on service orientation suggest that most teachers in the Division of Valencia City are highly committed to delivering quality service and actively contributing to the development of their organization. These teachers demonstrate a strong alignment with institutional goals, often taking action to support these objectives even beyond the school premises. Many voluntarily participate in initiatives led by non-profit organizations as a means of extending their service to the broader community, reflecting a deep sense of purpose and commitment to educational advancement by putting students first. Their dedication clearly goes beyond the four walls of the classroom.

This strong sense of service is further exemplified by their ability to communicate institutional goals effectively and participate in various advocacy efforts. Such actions reflect a culture of responsiveness, accountability, and inclusivity. These findings are supported by the study of Cruz et., al (2024), which developed and validated a scale to measure teachers' Service-Dominant Orientation (SDO) in higher education. The study identified five key capacities individual, relational, ethical, empowered, and developmental that define teachers' roles in co-creating value through meaningful student-teacher interactions. It concluded that a strong SDO not only enhances learning relationships but also supports institutional effectiveness.

Therefore, the very satisfactory level jof service orientation among teachers in Valencia City Division implies that they are not only focused on instructional duties but are also deeply engaged in supporting the organization's broader mission and vision. Their involvement in advocacy and service initiatives strengthens the overall organizational culture and fosters a unified, purpose-driven workforce.

Table 16. Level of professional competence among teachers in terms of innovation.

Innovation	Mean	SD	QD
Promotes a creative climate and inspires co-workers to develop original ideas or solutions.	4.34	0.63	Very Satisfactory
Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.	4.31	0.65	Very Satisfactory
Translates creative thinking into tangible changes and solutions that improve the work unit and organization.	4.30	0.64	Very Satisfactory
Examines the root cause of problems and suggests effective solutions. Fosters new ideas, processes and suggests better ways to do things (cost and/or operational efficiency.)	4.27	0.66	Very Satisfactory
Uses ingenious methods to accomplish responsibilities. Demonstrate resourcefulness and the ability to succeed with minimal resources.	4.27	0.63	Very Satisfactory
Overall Mean	4.30	0.56	Very Satisfactory

The table shows overall level of innovation among teachers as "Very satisfactory". The highest-rated indicator is promoting a creative climate and inspiring coworkers to develop original ideas or solutions. The lowest-rated indicators are examining the root cause of problems and suggesting effective solutions, and using ingenious methods to accomplish responsibilities both still rated very satisfactory.

Most teachers in the Division of Valencia City rated their innovation skills very positively, particularly in promoting a creative environment and inspiring their coworkers to generate original ideas. This indicates a generally encouraging atmosphere for creativity and collaborative problem-solving within schools. In the 310 participants only 17 teachers have current or accomplished innovations in the record. Yet it does not mean that the rest of them do not do practical innovations in their own classrooms. However, slightly lower ratings were observed in areas such as analyzing the root causes of problems and employing ingenious methods to complete tasks. These areas suggest opportunities for further development in critical thinking and resourcefulness.

In relation to the findings, Shuhratovich (2020), postulated that educational innovation involves the creation, accumulation, and application of new ideas to improve teaching and learning. Pedagogical innovation, specifically, refers to changes within educational systems designed to enhance their effectiveness. These innovations may occur at various levels national, institutional, or classroom-based and aim to update traditional processes by integrating new concepts, strategies, and tools. Often closely tied to the adoption of new technologies, educational innovation can significantly improve instructional quality and increase overall productivity. In the same vein, Gadusova et., al., (2019) stressed the importance of pedagogical modeling and creativity in responding to evolving educational demands. Their assessment framework focused on equipping teachers with tools to innovate within their specific contexts while aligning with broader educational goals. Additionally, Podkhodova et al. (2020), in their analysis of mathematics teacher competence, identified critical training gaps, with only 24% meeting the expected standards. Their study suggested tailored retraining programs as essential tools to not only fill gaps but also to cultivate a more innovative teaching workforce.

Developing innovative skills is essential for teachers striving to enhance their professional competence. In support of this, Li et al. (2024) emphasized that facilitating conditions such as supportive environments and teacher self-efficacy significantly influence innovative behavior among mathematics teachers. This finding implies that when teachers feel confident in their abilities and supported by their institutions, they are more likely to engage in innovative practices.

These insights underscore the importance of fostering a supportive, collaborative climate within educational institutions. By nurturing creativity and reinforcing teacher confidence, schools can promote the development and sustained implementation of innovative teaching practices that enhance both teacher performance and student learning outcomes.

Table 17. Summary of the level of professional competence of teacher in terms of self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation.

Level of Professional Competence of Teachers	Mean	SD	QD
Self-management	4.37	0.55	Very satisfactory
Professionalism and ethics	4.44	0.70	Very satisfactory
Result focus	4.33	0.71	Very satisfactory
Teamwork	4.36	0.56	Very satisfactory
Service orientation	4.35	0.58	Very satisfactory
Innovation	4.30	0.56	Very satisfactory
Overall Mean	4.36	0.61	Very satisfactory

Table 17 presents the summary of teachers' professional competence levels, revealing a consistently "Very satisfactory" performance across all assessed domains: self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation. These results reflect that most teachers in the Division of Valencia City effectively apply their professional skills, with positive influence and support from Master Teachers (MTs) very often. The overall grand mean reinforces this observation, affirming a strong, uniform display of professional competence across domains.

The consistent "Very satisfactory" ratings suggest that teachers, guided by Master Teachers, exhibit a well-rounded professional profile. This likely fosters a collaborative and supportive school culture where service excellence, ethical conduct, and innovative problem-solving are consistently emphasized. Such an environment benefits not only teacher performance but also student outcomes and overall school improvement.

However, the findings also point to opportunities for further growth. While areas like teamwork and service orientation are notably strong, there is room for improvement in specific competencies such as negotiation, strategic innovation, and resourceful problem-solving. These can be enhanced through targeted professional development initiatives, including workshops on creative leadership, advanced critical thinking, and negotiation techniques. With these efforts, teachers can aim to reach "Outstanding" performance levels, which would further support their career progression and open more professional opportunities as having an innovation is one of the many indicators.

Additionally, fostering a culture of intentional innovation through design thinking workshops, innovation labs, or collaborative action research projects could elevate current performance. Encouraging teachers to experiment with new methodologies, technologies, and service delivery models would strengthen their ability to adapt and respond to diverse learner needs, pushing them beyond "Very satisfactory" and into higher levels of professional excellence.

These results affirm that teachers in the Division are already performing at a high level but also highlight the importance of sustaining and advancing this momentum. This perspective aligns with Professional Capital Theory by Hargreaves and Fullan (2012), which identifies three essential components human, social, and decisional capital as key to enhancing teacher professional competence. The theory emphasizes that professional growth is not only a function of individual skills and innovation but also of collaboration and shared knowledge among peers. In this context, building professional capital through ongoing mentoring and knowledge sharing with Master Teachers fosters a culture of continuous learning, thereby advancing both teacher effectiveness and student achievement.

Table 18. Correlation Analysis on the relationship between Individual Innovativeness and Knowledge Sharing and Professional Competence.

Independent Variable	Correlation Coefficient	p-value	Degree	Remark
Individual Innovativeness	.472	<.001	Moderate	Significant
Knowledge Sharing	.613	<.001	Strong	Significant

Dependent Variable: Professional Competence

Table 18 presents the correlation analysis between individual innovativeness, knowledge sharing, and professional competence. Individual innovativeness shows a moderate positive correlation with professional competence, while knowledge sharing demonstrates a strong positive correlation. Both relationships are statistically significant, with p-values less than .001, indicating that both factors meaningfully contribute to professional competence, with knowledge sharing having a stronger association.

Furthermore, this indicates that teachers in the Division of Valencia City who are more innovative and actively share knowledge tend to demonstrate higher professional competence. The moderate correlation of individual innovativeness suggests that fostering creativity in innovation, openness to new ideas, training, and workshops participation, and adaptability to change and acceptance to the educational challenges can contribute positively to professional growth. Meanwhile, the stronger correlation of knowledge sharing highlights the importance of collaborative practices.

These findings underscore that professional competence is not only influenced by individual traits but is also shaped by dynamic interactions within professional communities. This aligns well with the theoretical grounding of the study Social Capital Theory (Putnam, 1990) emphasizes the role of trust, networks, and reciprocity among individuals, fostering collaboration and resource sharing essential for innovation. Diffusion of Innovations Theory (Rogers, 1962) explains how innovative practices spread through social networks, with early adopters influencing peers and accelerating the adoption of effective teaching methods. Meanwhile, Professional Capital Theory (Hargreaves & Fullan, 2012) integrates human, social, and decisional capital, emphasizing that teacher effectiveness emerges from both individual expertise and collective collaboration.

Together, these theories offer a comprehensive understanding of how innovativeness and knowledge sharing jointly enhance professional competence. They suggest that innovation flourishes in environments rich in social capital, where teachers trust one another and openly share knowledge, facilitating continuous improvement in teaching. This collaborative culture not only improves individual teacher competence but also elevates the overall educational quality within schools.

Thus, the significant correlations found between individual innovativeness, knowledge sharing, and professional competence provide empirical support for rejecting the null hypothesis. The study's theoretical framework further explains these relationships, highlighting the importance of both individual initiative and collaborative networks in driving professional growth. Educational leaders are thus encouraged to foster environments that promote innovation and knowledge exchange through professional development, mentoring, and collaborative planning, ultimately enhancing teacher effectiveness and student outcomes.

Table 19. Regression Analysis on which of the variables individually or in combination influence Professional Competence Among Teachers.

Model	Unstd. Beta	Standard Error	Std. Beta	t-value	p-value
Constant	2.480	.146		17.008	<.001
Individual Innovativeness	-.009	.050	-.013	-.179	.858

Knowledge Sharing	.454	.052	.623	8.678	<.001
R = .613 Adj R2 = .372 SE = .415 F-value = 92.508 p-value =.000					

Dependent Variable: Professional Competence The resulting regression equation based on the unstandardized coefficients is:

Professional Competence = 2.480 + .454*Knowledge Sharing This model shows that professional competence increases by 0.454 units for every one-unit increase in knowledge sharing, holding other factors constant, while individual innovativeness has a negligible negative effect.

Table 19 presents the results of the regression analysis conducted to determine the influence of individual innovativeness and knowledge sharing on the professional competence of teachers. The overall model was found to be statistically significant, as indicated by the F-value of 92.508 and a p-value of .000. The model explains approximately 37.2% of the variance in professional competence, as shown by the adjusted R-squared value of .372, with a standard error of .415.

Analyzing the individual predictors, knowledge sharing of Master Teacher emerged as a strong and significant positive predictor of professional competence (β = .623, t = 8.678, p < .001) of teachers in the Division of Valencia City. This finding suggests that Master Teachers (MT) who actively engage in sharing knowledge, experiences, and best practices with their colleagues tend to demonstrate higher levels of professional competence. Knowledge sharing appears to foster a collaborative environment that supports continuous learning and professional growth, directly impacting teaching quality and effectiveness.

In contrast, individual innovativeness showed a negative but non-significant influence with professional competence (β = –.013, t = –.179, p = .858). The high p-value indicates that innovativeness does not significantly contribute to variations in teachers' professional competence. This aligns with the findings of Parlar and Cansoy (2017), as cited by Kinay and Suer (2020), who observed that while teachers with high levels of innovativeness especially those who are open to new experiences and act as opinion leaders may exhibit traits associated with professionalism, the relationship remains weak. This suggests that innovative traits alone are insufficient determinants of competence.

Can et al. (2020) further argue that innovative behaviors may vary depending on contextual factors such as the grade level taught, indicating that innovativeness is not uniformly expressed or influential across educational settings. Similarly, Dewi et al. (2023) emphasize the importance of proactive personality traits in facilitating knowledge sharing, which in turn fosters innovation. This implies that innovation becomes more impactful when it is embedded in collaborative environments.

In the context of Master Teachers (MTs) in Valencia City Division, innovativeness may be present but does not directly influence professional competence unless supported by collaborative practices or institutional mechanisms between principal, MT and teachers. Innovation without meaningful application, peer engagement, or systemic integration may have little measurable effect on skill development. The study by Malunes and Dioso (2020) relates with the findings of the study that public elementary school teachers in Bacolod City demonstrated a very high level of teaching competence based on the Philippine Professional Standards for Teachers (PPST). Regardless of their educational attainment or teaching experience, teachers showed strong performance across all domains. However, slightly lower scores were noted in the areas of learners' diversity, curriculum and planning, and content knowledge and pedagogy, suggesting areas for improvement.

Supporting this view, Kutsak et al. (2023) assert that professional competence is a multidimensional construct, encompassing motivational, cognitive, emotional, and behavioral components. Their study highlights that competence develops progressively through stages from imitation to genuine creativity indicating that it is shaped over time through accumulated knowledge, experience, and reflective practice. Effective teaching, therefore, requires not only personal initiative but also the ability to connect with students, model ethical behavior, and continuously adapt within structured institutional frameworks.

The findings of the present study suggest that knowledge sharing of the MT is more influential factor in enhancing professional competence, while individual innovativeness when considered in isolation does not exert a significant direct effect. This underscores the value of fostering professional environments that promote open communication, collaboration, and mutual learning. Institutional policies and professional development efforts should thus prioritize knowledge-sharing practices, as these are more likely to yield immediate and meaningful improvements in teacher competence than encouraging innovation alone.

Based on both statistical evidence and theoretical grounding, Ho2 is rejected. While individual innovativeness of the MT shows a moderate relationship with professional competence when considered independently, it does not significantly predict competence when paired with knowledge sharing of the MT. Knowledge sharing emerges as the critical factor, confirming that collaborative professional environments are key to enhancing teacher competence. This validates the study's framework: Professional competence is developed through the dynamic interplay of personal initiative and collective practice.

CONCLUSION

Based on the results of the study the following conclusions were derived:

This study concludes that Master Teachers (MT) in the Division of Valencia City demonstrate a high level of individual innovativeness. They are open to new ideas and embrace modern teaching strategies, especially those aligned with the Matatag Curriculum. They also exhibit a great extent of knowledge sharing, often engaging in mentoring activities, peer discussions, and collaborative lesson planning. In terms of professional competence, teachers in the division show very satisfactory levels, especially in upholding professional ethics, fostering teamwork, implementing innovative practices, and achieving results-oriented teaching.

Findings from the correlation analysis revealed that both individual innovativeness and knowledge sharing are positively related to professional competence. This means that as teachers become more open to innovation and engage more in knowledge sharing, their level of professional competence also improves. However, the regression analysis showed that knowledge sharing plays a more influential role in predicting professional competence compared to individual innovativeness. While innovativeness is important, it is the act of sharing knowledge through mentoring, coaching, and collaboration of the Master Teacher (MT) that more directly contributes to the enhancement of teachers' professional growth and effectiveness.

Hence, fostering a culture of knowledge sharing among teachers can significantly strengthen their professional competence. School leaders and education stakeholders are therefore encouraged to support initiatives that promote collaboration, mentoring, and open communication within and across schools, as these practices have a meaningful impact on the overall quality of teaching in the Division of Valencia City.

RECOMMENDATIONS/ SUGGESTIONS

Based on study findings, the following recommendations are made:

Master Teachers may engage in continuous training to enhance mentoring skills and develop a plan that is for need-based collaborative expertise sessions for the teachers.

Teachers are encouraged to participate actively in mentoring and knowledge-sharing programs such as daily collaborative expertise sessions suggested by Department of education to be reinforced during monthly Learning Action Cell (LAC) and INSET.

Schools may support collaborative instructional strategies to improve student outcomes by strengthening the implementation of daily collaborative expertise sessions, monthly LAC, and INSET to ensure that the ongoing professional competence development is continuously done.

School leaders may institutionalize structured mentoring and professional development systems monitoring by strengthening the implementation of daily collaborative expertise sessions, monthly LAC, and INSET to

ensure continued professional competence development. They may also deploy Master Teachers in all elementary schools to expand knowledge-sharing benefits to the entire division.

Teacher education curricula may integrate innovation and collaboration components in their curriculum to train future teachers in this area.

Lastly, policymakers may formulate and implement policies that actively promote mentoring and professional collaboration within the education system. Additionally, providing incentives for effective mentoring can emphasize its critical role in cultivating a highly competent and collaborative teaching workforce.
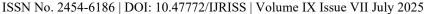
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