Original Research Article

WORK PERFORMANCE, LEADERSHIP, SERVICE MOTIVATION AND PROFESSIONALISM AMONG

PUBLIC ELEMENTARY SCHOOL TEACHERS

.

ABSTRACT

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| This study aimed to examine the significant influence of individual work performance, leadership, and public service motivation on professionalism among teachers in public elementary schools. Specifically, it sought to assess the level of individual work performance, leadership, public service motivation, and professionalism. Furthermore, it aimed to determine the relationship among these variables and examine their overall influence on professionalism. A descriptive-correlational research design was utilized, with data collected from 139 teachers through standardized questionnaires. The data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The findings revealed that individual work performance, public leadership, public service motivation, and professionalism are high. Moreover, there is a significant relationship between individual work performance, public leadership and public service motivation on professionalism among teachers. Furthermore, individual work performance, public leadership, and public service motivation significantly influence professionalism among teachers. It is recommended that school administrators implement programs that further enhance individual work performance, public leadership, and public service motivation among teachers to sustain their high professionalism. Moreover, professional development initiatives focusing on leadership accountability, ethical governance, and service-driven motivation may be introduced to reinforce their role in maintaining peace and order within the school community. Furthermore, collaboration with mediation experts and policymakers may be encouraged to provide additional training and resources that strengthen teachers' effectiveness in conflict resolution and professional conduct. |

*Keywords*: Individual Work Performance, Public Leadership, Public Service Motivation, Professionalism, Teachers, Descriptive-Correlational, Public Elementary Schools

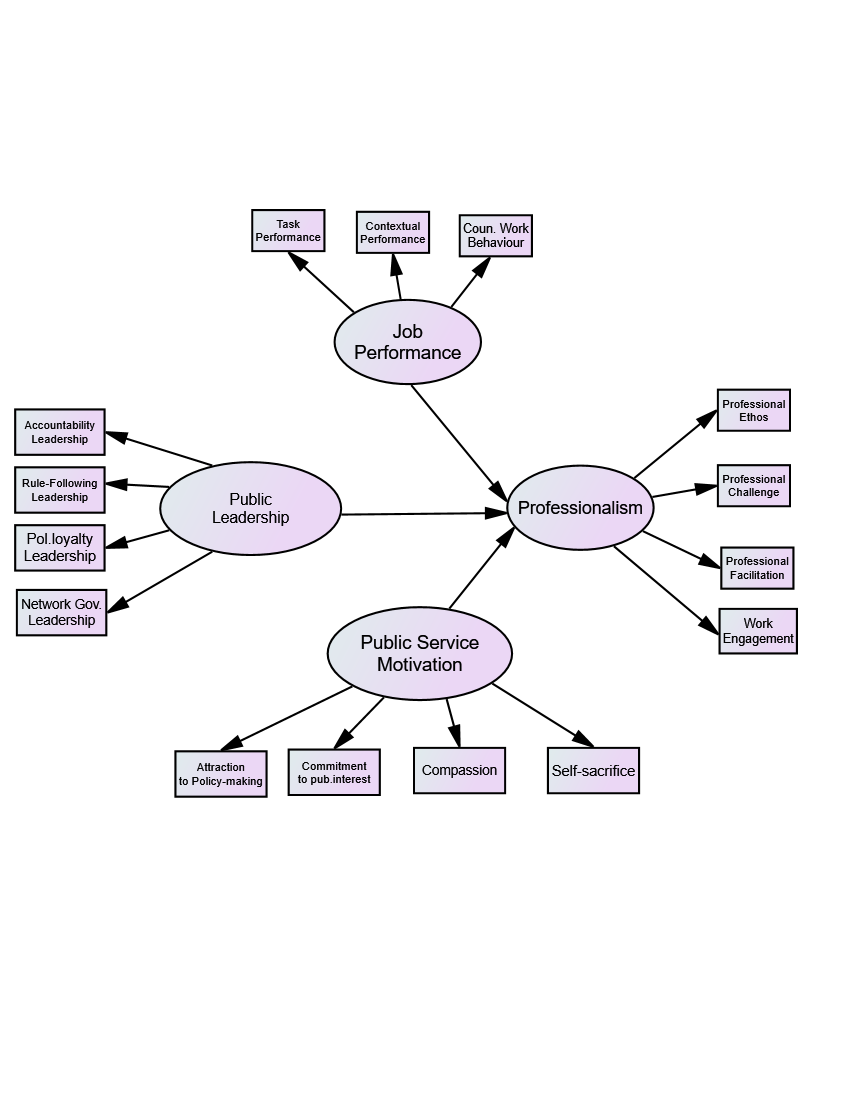
1. INTRODUCTION

The problem of professionalism is evident among the teachers, especially in performing their roles and responsibilities for effective mediation processes (Cai et al., 2022). This unprofessionalism demonstrated by incompetence might have been the reason for the docket congestion in the Philippines' regular courts, which was a perennial problem ever since the '80s, with as many as 5,000 cases handled by one court (Guinigundo, 2021).

Professionalism is crucial among the school conciliation panel or the teachers. The disputing parties expect the mediating panel to be competent and have a sense of independence, probity, honesty, and integrity (Korneeva et al., 2022). In addition, cases handled by the school mediation panels and other alternative dispute resolution (ADR) are of many types, requiring thorough knowledge and skills in conciliation to avoid backlogs (Ssetyabule, 2019).

Moreover, there is a significant relationship between individual work performance and professionalism in all practice fields (Brown et al., 2020). Public leadership also significantly correlates with professionalism (Kocak & Bozkurt Bostanci, 2020). Leadership training that starts early in life, as in childhood, can develop professionalism when the child becomes an adult (Rodd, 2020). In other words, the more the child experiences leadership training, the more significant the chance of developing the value of professionalism. Further, public service motivation significantly relates to professionalism in that when a person has a solid motivation to serve others and do good, their dealings with others are as professional as possible (Stefurak et al., 2020). Workers with high-level motivation in public service have meaningful insights into their work and do their works enthusiastically and professionally (Ding & Wang, 2023).

Consequently, the limited studies on these topics highlight a research gap, particularly in examining the relationship between professionalism and the role of teachers in public elementary schools. Understanding this relationship is essential, as it may provide valuable insights into how professionalism influences the effectiveness of school mediation processes. Therefore, this study is necessary, as its findings could assist the school conciliation board in designing activities that enhance the professionalization of conciliation procedures, ultimately contributing to more effective and successful mediation in schools.



**Figure 1:** Conceptual Framework of the Study

2. methodology

**2.1 Research Design**

This study employed a descriptive-correlational research design to examine the relationships among work performance, leadership, service motivation, and professionalism among public elementary school teachers. Descriptive research was used to systematically and accurately describe, identify, and characterize the population concerning these key variables (Pregoner, 2024). Additionally, the correlational method was applied to determine the nature and strength of relationships between these factors. The relationships may be positive or negative, strong or weak, or, in some cases, show no correlation at all (Baguio & Baguio, 2025).

By utilizing this research design, the study aimed to provide a comprehensive understanding of how work performance, leadership, service motivation, and professionalism interact among public elementary school teachers. The findings contribute to ongoing discussions on teacher effectiveness by offering data-driven insights into the factors that influence professional practices and overall performance in the educational sector.

**2.2 Research Respondents**

To achieve the study's objectives, the researcher recruited 139 public elementary school teachers using universal sampling. Additionally, the study employed the half-balanced sample variance estimation to select half of the population, as each school had the same number of public elementary school teachers. Furthermore, the selected respondents had at least three years of teaching experience. Newly elected school officials and functionaries were excluded from the sample, as they did not meet the criteria.

**2.3 Research Instrument**

This study utilized downloaded questionnaires from web sources, modified to fit the need of the study: Individual work performance, public leadership, public service motivation and professionalism. Then, the researcher submitted the modified and original questionnaires to the panel of validators for their comments and suggestions. After the expert validation, the questionnaire underwent pilot testing. The validation result was 4.66, and the pilot testing yielded a Cronbach's Alpha of .902 for individual work performance, .911 for public leadership, public service motivation .932, and .908 for professionalism, indicating that the internal consistency of the items was excellent. The questionnaire also provided a rating guide for the respondents. For example, the responses were: 5 (strongly agree), 4 (agree), 3 (neutral), 2 (disagree), and 1 (strongly disagree).

**2.4 Data Gathering Procedure**

# In order to collect data for this study, the researcher went through the following processes and procedures:

# *Permission to Conduct the Study.* The data collection procedure for this study was carried out in a systematic manner to ensure ethical adherence and obtain the necessary approvals. Initially, formal permission was requested from the Dean of the Graduate School. Once granted, the request was forwarded to the School's Division Superintendent for further evaluation. This step-by-step approval process ensured that all institutional and educational guidelines were followed.

# *Collection of Data Information.* The next phase involved gathering data by creating and distributing survey questionnaires that were thoughtfully designed to meet the study's objectives. Coordination with school officials ensured the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study's purpose. During the data collection phase, the confidentiality and anonymity of participants were prioritized to encourage candid responses.

# *Collection and Statistical Computation.* After data collection, the retrieval process involved carefully organizing and analyzing the collected information. The completed questionnaires were counted, and responses were systematically recorded for statistical evaluation using statistical tools such as mean, standard deviation, and correlation analysis.

# 2.5 Data Analysis

The study used the following statistical tools in data analysis: mean, Pearson r, multiple regression analysis.

*Mean* analyzed the level of individual work performance, public leadership, public service motivation, and professionalism among the teachers in public elementary schools..

*Pearson (r)* analyzed the significance of the relationship between individual work performance and professionalism, public leadership and professionalism, and public service motivation and professionalism among among the teachers in public elementary schools..

*Multiple Regression Analysis* determined the significance of the influence of the exogenous variables on the endogenous variable.

3. results and discussion

**3.1 Individual Work Performance of the Teachers in Public Elementary Schools**

Table 1. *Level of Individual Work Performance of the Teachers in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **Mean** | **SD** | **Descriptive Level** |
| Task performance | 4.18 | 0.58 | High |
| Contextual Performance | 4.15 | 0.69 | High |
| Counterproductive Work Behavior | 3.98 | 0.71 | Moderate |
| **Overall** | **4.10** | **0.62** | **High** |

Table 1 presents the results of individual work performance among public elementary school teachers, measured through task performance, contextual performance, and counterproductive work behavior as manifest variables. The overall mean score (M = 4.10, SD = 0.62) indicates a high level of individual work performance, suggesting that respondents frequently demonstrated the behaviors and actions outlined in the survey. The standard deviation of 0.62 signifies that responses were relatively consistent, clustering around the mean.

Among the manifest variables, task performance recorded the highest mean score (M = 4.18, SD = 0.58), indicating a high level of agreement among respondents. This suggests that teachers effectively planned their tasks, completed them on time, and optimized their work processes. Additionally, they efficiently distinguished primary tasks from secondary ones, collaborated with colleagues to enhance productivity, and managed their responsibilities with minimal time and effort.

Similarly, contextual performance also exhibited a high mean score (M = 4.15, SD = 0.69). This result suggests that respondents frequently took on extra responsibilities, proactively initiated new tasks, and embraced challenges in the workplace. Furthermore, they consistently sought opportunities for professional development, engaged in problem-solving, and actively participated in work-related discussions.

In contrast, counterproductive work behavior received a moderate mean score (M = 3.98, SD = 0.71). This implies that while respondents occasionally engaged in behaviors that might hinder workplace efficiency, such instances were not frequent. Some teachers reported occasionally focusing on the negative aspects of work, voicing minor complaints, or experiencing lapses in task engagement. However, these behaviors were not dominant in their overall work performance.

The results suggest that public elementary school teachers generally exhibit high levels of work performance, particularly in task and contextual performance, while counterproductive behaviors remain at a moderate level. These findings highlight teachers’ dedication to their responsibilities, their proactive engagement in the workplace, and the occasional challenges they encounter in maintaining optimal performance.

This finding supports the study of Hjalmarsson and Dåderman (2020), which highlighted that high individual work performance among teachers is influenced by emotional intelligence and personality traits, enabling them to effectively manage classroom tasks, engage students, and adapt to various teaching challenges. Similarly, Hong and Kim (2019) emphasized that teacher competence is a crucial factor in maintaining high performance, particularly in educational environments where accountability and instructional quality directly impact student outcomes. Furthermore, Jensen et al. (2020) argued that sustaining high individual work performance among teachers requires continuous motivation and professional development, especially in response to changing educational policies and institutional demands.

**3.2 Public Leadership of the Teachers in Public Elementary Schools**

Table 2. *Level of Public Leadership of the Teachers in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **Mean** | **SD** | **Descriptive Level** |
| Accountability Leadership | 4.10 | 0.82 | High |
| Rule-following Leadership | 4.18 | 0.79 | High |
| Political Loyalty Leadership | 4.08 | 0.85 | High |
| Network Governance Leadership | 4.15 | 0.82 | High |
| **Overall** | **4.13** | **0.69** | **High** |

Table 2 presents the level of public leadership among public elementary school teachers, measured through accountability leadership, rule-following leadership, political loyalty leadership, and network governance leadership as manifest variables. The overall mean score (M = 4.13, SD = 0.69) indicates a high level of public leadership, suggesting that respondents frequently demonstrated leadership behaviors aligned with these key dimensions.

Among the manifest variables, rule-following leadership recorded the highest mean score (M = 4.18, SD = 0.79), indicating that respondents consistently adhered to policies, protocols, and legal frameworks in their roles. This suggests that they strictly followed judicial rules and school policies, ensuring compliance with established regulations.

Similarly, network governance leadership received a high mean score (M = 4.15, SD = 0.82), signifying that respondents actively maintained professional relationships with relevant organizations and associations. They also collaborated with school functionaries and external stakeholders, fostering connections that contribute to effective governance.

Accountability leadership also scored high (M = 4.10, SD = 0.82), demonstrating that respondents regularly took responsibility for their actions, communicated openly with stakeholders, and ensured transparency in decision-making processes. They frequently explained their decisions to concerned parties and provided necessary clarifications regarding mediation and conflict resolution procedures.

Meanwhile, political loyalty leadership (M = 4.08, SD = 0.85) remained at a high level, suggesting that respondents effectively implemented political decisions, even when they encountered challenges. They demonstrated commitment to supporting institutional directives while maintaining relationships with key decision-makers.

The findings suggest that public elementary school teachers exhibit a strong sense of leadership, particularly in following rules, maintaining accountability, fostering professional networks, and upholding political responsibilities. These leadership traits contribute to a well-structured and efficiently managed educational environment.

This finding aligns with the study of Insani (2020), which highlighted that high public leadership is a crucial factor in promoting ethical governance, accountability, and efficient service delivery, ensuring that public institutions function effectively. Similarly, Dofeliz and Dela Peña (2022) emphasized that strong public leadership among teachers helps maintain discipline and fairness within the school community, particularly in managing conflict resolution and justice-related processes. Furthermore, Bakker and Albrecht (2018) argued that public leadership fosters higher levels of work engagement, as leaders who take initiative and demonstrate responsibility are more likely to inspire collaboration and drive positive institutional change.

**3.3 Public Service Motivation of the Teachers in Public Elementary Schools**

Table 3. *Level of Public Service Motivation of the Teachers in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **Mean** | **SD** | **Descriptive Level** |
| Attraction to Policymaking | 4.02 | 0.72 | High |
| Commitment to Public Interest | 3.92 | 0.79 | High |
| Compassion | 4.10 | 0.82 | High |
| Self-sacrifice | 4.16 | 0.89 | High |
| **Overall** | **4.05** | **0.72** | **High** |

Table 3 presents the public service motivation levels among public elementary school teachers, as measured through attraction to policymaking, commitment to the public interest, compassion, and self-sacrifice. The overall mean score (M = 4.05, SD = 0.72) indicates a high level of public service motivation, suggesting that respondents frequently exhibited behaviors aligned with these dimensions.

Among the indicators, self-sacrifice recorded the highest mean score (M = 4.16, SD = 0.89), signifying that respondents were often willing to prioritize the welfare of the school and its students over personal gains. They frequently demonstrated a strong sense of duty and a commitment to making meaningful contributions to their institution.

Compassion also received a high mean score (M = 4.10, SD = 0.82), indicating that teachers often expressed empathy and concern for students, colleagues, and the broader school community. They showed a strong inclination toward helping those in need and addressing challenges with care and understanding.

Similarly, attraction to policymaking (M = 4.02, SD = 0.72) suggests that respondents recognized the importance of policies in shaping the education system. They valued ethical decision-making and understood the role of governance in improving school operations.

Commitment to the public interest (M = 3.92, SD = 0.79) remained at a high level, signifying that respondents actively engaged in school matters, demonstrated a deep concern for institutional progress, and supported initiatives aimed at the betterment of the educational environment.

The findings highlight that public elementary school teachers exhibit strong public service motivation, particularly in their dedication to self-sacrifice, compassion, and policymaking. Their commitment to serving the public contributes to a more engaged and ethically driven teaching profession.

This finding supports the study of Battaglio Jr. and Gelgec (2017), which highlighted that strong public service motivation enhances job performance and commitment, as individuals driven by a sense of duty are more likely to be engaged and productive in their roles. Similarly, Bélanger et al. (2018) emphasized that self-sacrifice and dedication to a greater cause are key components of public service motivation, driving individuals, such as teachers, to go beyond their formal responsibilities for the benefit of their communities. Furthermore, Belrhiti et al. (2019) argued that public service motivation plays a crucial role in sustaining morale and job satisfaction, particularly in challenging work environments, by fostering resilience and a deep sense of purpose.

**3.4 Professionalism of the Teachers in Public Elementary Schools**

Table 4. *Level of Professionalism of the Teachers in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **Mean** | **SD** | **Descriptive Level** |
| Professional Ethos | 4.10 | 0.82 | High |
| Professional Challenge | 4.18 | 0.79 | High |
| Professional Facilitation | 4.22 | 0.85 | High |
| Work Engagement | 4.07 | 0.89 | High |
| **Overall** | **4.14** | **0.72** | **High** |

Table 4 presents the level of professionalism among teachers in public elementary schools. The overall mean score (M = 4.14, SD = 0.72) indicates a high level of professionalism, demonstrating that teachers frequently exhibit behaviors related to professional ethos, professional challenge, professional facilitation, and work engagement.

Among the indicators, professional facilitation received the highest mean score (M = 4.22, SD = 0.85), highlighting that teachers actively engage in professional development, collaborate with colleagues, and continuously enhance their knowledge and skills. This suggests a strong commitment to fostering growth within their profession.

Professional challenge (M = 4.18, SD = 0.79) also recorded a high rating, indicating that teachers clearly understand their roles, confidently tackle challenges, and employ effective strategies to address various school-related concerns.

Similarly, professional ethos (M = 4.10, SD = 0.82) underscores teachers' dedication to their profession, seeing their work as meaningful and contributing to the overall improvement of their school community. Their commitment extends beyond routine responsibilities, emphasizing ethical standards and personal fulfillment.

Lastly, work engagement (M = 4.07, SD = 0.89) reflects teachers' enthusiasm and dedication to their work. Their strong sense of purpose and motivation contributes to their effectiveness in the classroom and within the school environment.

These findings emphasize that public elementary school teachers exhibit a consistently high level of professionalism, particularly in their facilitation, engagement, and ability to overcome professional challenges. Their dedication to continuous learning, ethical practices, and active participation in school initiatives strengthens their role as educators and contributors to student success.

This finding corresponds with the study of Al Khajeh (2018), which highlighted that effective leadership cultivates high professionalism by fostering accountability, ethical behavior, and continuous professional development. Likewise, Brass and Holloway (2021) emphasized that enhancing professionalism in teaching through structured development programs and greater autonomy strengthens teachers' dedication to excellence and ethical practices. Moreover, He et al. (2019) asserted that a strong professional identity positively impacts organizational citizenship behavior and task performance, demonstrating that highly professional teachers are more engaged, responsible, and committed to their roles.

**3.5 Significant Relationship Between Work Performance, Public Leadership, Public Service Motivation and Professionalism**

Table 5. *Significant Relationship Between Work Performance, Public Leadership, Public Service Motivation and Professionalism*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **I-Variables** | **D-Variable** (Professionalism) | | | | |
| Professional Ethos | Professional Challenge | Professional Facilitation | Work Engagement | **Overall** |
| Work Performance | .113\*  .023 | .005  .923 | .000  .993 | .039  .441 | .042  .405 |
| Public Leadership | .416\*\*  .000 | .288\*\*  .000 | .339\*\*  .000 | .272\*\*  .000 | .367\*\*  .000 |
| Public Service Motivation | .605\*\*  .000 | .441\*\*  .000 | .462\*\*  .000 | .411\*\*  .000 | .536\*\*  .000 |

Table 5 displays the summary result of the correlation tests between work performance, leadership, public service motivation, and professionalism. The basis of significance is p<0.05. The table shows that only two exogenous variables have significant relationships with professionalism: leadership (r=367; p=.000) and public service motivation (r=.536; p=.000). The correlation test between work performance and professionalism yielded an insignificant result (r=.042; p=.405).

Moreover, the table shows that the correlation test is significant in a 2-tailed test, denoting that the mean scores are significant in the upper and lower tails of the distribution. The function of a 2-tailed test is to establish whether the mean is significantly greater than X and lower than X, resulting in a p-value of less than 0.05; thus, a significant result.

The significant result is that as leadership and public service motivation increase, professionalism also increases. The inference is that the relationship is linear, and these three variables move in tandem. Besides being linear, the relationship is also positive, suggesting that the movement of leadership and public service motivation will lead professionalism to move in the same direction. Incidentally, correlation tests examine the strength and direction of the association or relationship of variables. Thus, in examining the data in the table, leadership and professionalism have a medium association (r=.3 to .5), while public service motivation and professionalism have a significant association (r=.5 to 1.0).

This finding reflects the research conducted by Chen et al. (2020), who examined the connection between individual work performance and professionalism, emphasizing that higher work engagement leads to stronger professional commitment and ethical conduct. Similarly, Dart et al. (2019) highlighted that professionalism is shaped by continuous learning, adherence to ethical standards, and the ability to navigate workplace challenges effectively. Furthermore, Costello et al. (2020) found that public service motivation enhances professionalism by fostering a sense of dedication and self-sacrifice in serving others. Likewise, Heine et al. (2022) asserted that individuals with high public service motivation are more likely to demonstrate ethical behavior and accountability, strengthening their professional integrity. Additionally, Jensen et al. (2020) argued that strong public leadership cultivates professionalism by ensuring transparency, accountability, and adherence to ethical standards. In the same way, Cherry (2020) emphasized that effective leadership promotes a culture of professionalism by reinforcing fairness, competence, and a commitment to public service.

**3.6. Significant Influence of Work Performance, Leadership, Public Service Motivation on Professionalism**

**Table 6.** Significant Influence of Work Performance, Public Leadership, Public Service Motivation on Professionalism

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Endogenous Variable** (Professionalism) | | | | | |
| **Exogenous Variables** | | *B* | β | *t* | *Sig.* |
| *Constant* | | 1.552 |  | 6.821 | .000 |
| Individual Work Performance | | -.421 | -.348 | -6.883 | .000 |
| Public Leadership | | .422 | .385 | 7.279 | .000 |
| Public Service Motivation | | .623 | .484 | 11.172 | .000 |
|  | R | .622 |  |  |  |
|  | R2 | .386 |  |  |  |
|  | ∆R | .382 |  |  |  |
|  | F | 83.084 |  |  |  |
|  | Ρ | .000b |  |  |  |

Table 6 presents the result of the regression test. Regression tests are necessary to determine whether the independent variable impacts the dependent variable and to what extent. Besides this, regression analysis also identifies the indicators that can predict the dependent variable for future applications. The F-value (F=83.084; p=.000) is significant in this study, meaning the independent variables can predict the dependent variable. The F-value tells the combined predictive capability of the independent variables on the dependent variable. For example, in this study, the combined predictive capability of work performance, leadership, and public service motivation on professionalism is 38.2% (∆R=.382). However, each independent variable can predict professionalism by 38.6% when taken singly. Therefore, each independent variable added to the equation can decrease the combined impact on the dependent variable.

As per the beta coefficient and the t-test, public service motivation can most predict (or influence) professionalism (B=.623; p=.000). Next is leadership (B=.422; p=.000). In contrast, individual work performance negatively influences professionalism (B=-.421; p=.000), meaning, if work performance goes down, professionalism also goes down on the same level. For instance, if work performance decreases by 42.1%, then professionalism would significantly decrease by 42.1%

This finding validates with the research of Hjalmarsson and Dåderman (2020), who emphasized that individual work performance, influenced by emotional intelligence and personality traits, contributes to a strong professional identity and ethical behavior. Similarly, Holt (2018) highlighted that individuals with a high level of public service motivation are more likely to pursue roles that emphasize professionalism, accountability, and dedication to the public good. Moreover, Andrews-Lee (2019) argued that leadership plays a crucial role in shaping professionalism, as charismatic and effective leaders instill a sense of responsibility, ethical conduct, and commitment among their followers. In the same vein, Bennis and Thomas (2020) underscored that transformative leadership experiences, often shaped by challenges, contribute to the development of professionalism, resilience, and sound decision-making in public service.

Furthermore, Bueno and Salapa (2021) found that the combined influence of work performance, leadership, and public service motivation significantly enhances professionalism, particularly in governance and community service settings. Likewise, Benter (2020) emphasized that strengthening mediation procedures within school justice systems requires a combination of strong leadership, ethical work performance, and a deep-rooted motivation to serve, all of which reinforce professionalism in educational institutions.

4. FINDINGS

This study aimed to examine the significant influence of individual work performance, leadership, and public service motivation on professionalism among teachers in public elementary schools. Specifically, it sought to assess the level of individual work performance in terms of task performance, contextual performance, and counterproductive work behavior; leadership in terms of accountability leadership, rule-following leadership, political loyalty leadership, and network governance leadership; public service motivation in terms of attraction to policymaking, commitment to public interest, compassion, and self-sacrifice; and professionalism in terms of professional ethos, professional challenge, professional facilitation, and work engagement. Using a descriptive-correlational research design, data were collected from 139 teachers through standardized questionnaires, and the results were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses.

From the data gathered, the following findings were drawn:

The level of individual work performance among the teachers is high, particularly in task performance and contextual performance and counterproductive work behavior.

The level of public leadership among the teachers is high, especially in accountability leadership and network governance leadership.

The level of public service motivation among the teachers is high, particularly in compassion and self-sacrifice.

The level of professionalism among the members is high, particularly in professional ethos and professional challenge.

There is a significant relationship between individual work performance, public leadership and public service motivation on professionalism among teachers.

Individual work performance, public leadership, and public service motivation significantly influence professionalism among teachers.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

The level of individual work performance among the teachers is oftentimes observed. It implies that teachers consistently fulfill their responsibilities and demonstrate efficiency in performing their tasks. Their ability to meet job expectations contributes to a productive work environment. However, maintaining high performance requires continuous support, motivation, and professional development.

Similarly, the level of leadership among the teachers is oftentimes observed. It implies that teachers actively take on leadership roles, ensuring accountability and collaboration in their school environment. Their ability to guide, influence, and make informed decisions fosters a well-managed educational setting. Strengthening leadership skills further enhances their impact on school governance and conflict resolution.

At the same time, the level of public service motivation among the teachers is oftentimes observed. It implies that teachers are driven by their commitment to serving the public and prioritizing the welfare of their students and communities. Their dedication reflects a strong sense of compassion and willingness to go beyond personal interests for the greater good. Encouraging this motivation can enhance their contributions to community-building and school harmony.

Consequently, the level of professionalism among the teachers is oftentimes observed. It implies that they uphold ethical standards and demonstrate commitment to their profession. Their ability to maintain integrity and responsibility ensures a positive and professional school culture.

There is a significant relationship between individual work performance, public leadership, and public service motivation on professionalism among teachers. This indicates that teachers who excel in their tasks, demonstrate strong leadership, and are driven by public service tend to maintain higher levels of professionalism. Furthermore, it means that their ability to uphold ethical standards and accountability is reinforced by their commitment to their roles. Thus, enhancing these factors can contribute to a more competent and responsible teaching workforce.

Individual work performance, public leadership, and public service motivation significantly influence professionalism among teachers. This suggests that educators who perform well, lead effectively, and are motivated by public service are more likely to exhibit professionalism in their conduct. Moreover, strengthening these areas can result in improved governance, ethical decision-making, and service-oriented leadership in schools.

The study affirmed its foundation theories of good governance and professionalism. For one, the work of the Teacher members as the pacification committee lies within the purview of good governance. In their duties, the Teacher should observe transparency, impartiality, following the rule of law, and be accountable for their actions and decisions. Moreover, the deep theory of professionalism reminds the Teacher of being goal-based (to succeed in mediating conflicting parties, rights-based (upholding the law), and duty-based (responsive, consensus-oriented, and accountable).

**6. RECOMMENDATIONS**

Based on the findings and conclusions of the study, the following recommendations were proposed:

Professionalism requires competence; therefore, teachers may undergo intensive seminars and training on arbitration, conciliation, and mediation. These training sessions may be facilitated by experts in the field and cover key topics such as conflict resolution strategies, ethical considerations, and legal frameworks. By enhancing their knowledge and skills, teachers may be better equipped to mediate disputes effectively and foster a peaceful school environment. Regular refresher courses may also be provided to ensure that teachers stay updated with the latest developments in mediation practices.

School heads may encourage teachers to pursue diploma courses or specialized certifications related to arbitration, conciliation, and mediation. Formal education in these areas may allow teachers to adopt a more structured, research-based approach when handling disputes. Additionally, partnerships with higher education institutions may be established to provide accessible learning opportunities. To support this initiative, the Division Office may consider allocating financial assistance, scholarships, or sponsorship programs to help cover tuition and other related expenses.

Teachers may engage in benchmarking activities by observing and learning from other schools or established mediation institutions. Visiting schools with exemplary mediation programs may provide valuable insights into effective conflict resolution strategies. Furthermore, collaborations with legal and mediation experts may help refine existing practices. Through benchmarking, teachers may assess their own mediation techniques, identify areas for improvement, and integrate best practices to enhance their effectiveness in maintaining peace and order in their respective schools.

Future researchers are encouraged to replicate this study in different cities and regions to validate its findings and expand the literature on professionalism, leadership, and mediation practices in schools. Conducting further studies across diverse educational settings may provide a broader understanding of the factors influencing professionalism in mediation. Researchers may also explore additional variables such as cultural differences, policy implementation, and teacher experiences to develop a more comprehensive framework for improving mediation and conflict resolution in the education sector.

Consent (where ever applicable)

This quantitative study adhered to strict ethical guidelines to safeguard the privacy and confidentiality of all participants. Before data collection, informed consent was obtained from each participant, who was thoroughly briefed on the study's objectives and the measures in place to ensure confidentiality. To maintain anonymity, no personally identifiable information was gathered, and participants were assigned a unique code for data analysis. The collected data were securely stored on encrypted servers, with access limited to the research team. The findings were presented in an aggregated form, ensuring that individual responses could not be traced back to any specific participant. Furthermore, statistical analyses were carried out in a manner that preserved the anonymity and protected the privacy of the respondents throughout the entire study.

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