MEDIATING EFFECTS OF SCHOOL CULTURE AND ACHIEVEMENT MOTIVATION ON THE RELATIONSHIP BETWEEN LEADERSHIP STYLE AND TEACHING COMPETENCIES

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Abstract: The study investigated the mediating effect of school culture and achievement motivation on the relationship between principal leadership style and teaching competencies. Utilizing stratified cluster sampling, 432 elementary teachers in Region XI were considered the study's respondents. The descriptive-correlational survey method analyzed the data collated using Mean, Product-Moment correlation, and Path Analysis. The result reveals significant relationships between and among the variables: principal leadership style, school culture, achievement motivation, and teaching competencies of elementary school heads of Region XI. Moreover, it was revealed that the relationship between leadership style and teaching competencies is fully mediated by school culture and achievement motivation. It is further recommended that future researchers may consider other factors that could mediate the relationship between leadership style and teaching competencies.

Keywords: teaching competencies, school culture, mediating effect

Introduction

Rationale: The teaching abilities of teachers look insufficient to fulfill present and future educational expectations. Some instructors struggle with understanding materials, mastering the curriculum, producing materials creatively, maintaining teacher professionalism, employing information technology, and classroom management (Syamsinar & Jabu, 2015). One criticism of explicit education is that it does not allow students to use their information and abilities in new and innovative ways. In Pakistan, the topic expertise of teachers working in the district of Hangu is substantially lacking (Ghazi et al., 2013).

Teachers' competence is critical for guaranteeing excellent learning in the process of student 'well development.' It has a favorable impact on students' academic growth and abilities while also assisting teachers in improving their teaching methods. To achieve integrated quality education, efficient teaching, and beneficial impacts on students' standard accomplishment, collaboration between vocational college administration and parents must be enhanced (Omar et al., 2018). According to a study done by the Programme for International Student Assessment (2014), strong teacher competence practices clearly link to parental engagement and assist kids in thriving in their learning.

Principal leadership style, school culture, and success motivation are some of the elements that have been identified as helping teachers accomplish their competencies. The leadership style of the principal is one of the elements that influence teaching competency. The most significant in-school effect on teachers' competency is the quality and capacity of principal leadership style (Education Review Office, 2015). In addition, leadership style has a considerable impact on school culture (Kalkan, Aksal, Gazi & Dagli, 2020). Leadership style has an impact on achievement motivation as well (Milinkovic & Kovacevic, 2020). Similarly, among the numerous factors impacting teaching ability, school culture has been a significant and consistent predictor (Piotrowsky, 2016). Meanwhile, having a high level of achievement motivation might increase a teacher's job outcomes or proficiency (Juwita Rubayhan, 2018).

Because of the importance of leadership style, school culture, and achievement motivation to teaching competencies, the researcher decided to perform a study that looked at the three independent variables as a construct of teaching competencies. While there are studies on the association between the stated variables and teaching competencies, those studies are bivariate and done by various scholars. Furthermore, no research on the

four factors has been done in Southern Mindanao. With all of these possibilities in mind, the researcher decided to undertake this research to link leadership style and teaching abilities. It also sought to investigate the role of school culture and achievement motivation in moderating the link between leadership styles and teaching competencies. The study aimed to get a comprehensive knowledge of teaching abilities that might improve the Department of Education's present policy. It was committed to providing innovative and creative suggestions for what programs or activities should be prioritized and executed to reinforce and develop instructors' abilities. The researcher also wanted to expose the findings to the intended audience, the study's beneficiaries.

Theoretical Framework: **C**ompetence of teachers is influenced by many factors. This study is conceptualized based on Wenno's (2017) proposition, which mentioned that some of the factors that affect teachers' competence include school leadership (principal leadership style), school culture, and achievement motivation. In fact, several theories supported this study.

This research is based on Woolfolk Hoy et al. (2006) COACTIV's theoretical model of teacher professional competence. This model views teachers' professional competence as a complex combination of abilities that interact to determine how effectively they can satisfy the demands of their profession. These abilities include knowledge, beliefs, motivational, and self-regulatory qualities. One of the model's theoretical goals was to identify the qualities that teachers require to meet the demands of their profession, with the primary focus on classroom instruction.

This study is also supported by the Competency Model and Theory. Skills and knowledge are often acquired through courses and bits of training. According to Mc Ber's (2003) competence model, they can also be linked to an academic certification. The competence model's core premise is that if an individual possesses all of the competencies required fulfilling the duties and responsibilities, their performance will improve. For example, becoming an expert in one subject and completing tasks regularly will help you execute your work efficiently and beautifully (Saeed, 2009; Wayne & Youngs, 2003). According to the concept, success motivation and the environment of school culture have a major impact on teaching skills.

The path-goal theory proposed by House and Mitchell (1974) also supported this study which states that a competent leader should improve the performance of subordinates (teachers) by clarifying and creating objectives with them. This happens when the leader tells them what to do and gives them a clear path to follow. When the way is revealed, the subordinates (teachers) become happy and inspired. They embrace the leader's behavior, resulting in successful performance, which will aid instructors in improving their teaching skills. The principal's leadership style enhances school culture, even more, boosting teacher accomplishment motivation and allowing them to be more competent in their area.

Abeng (2006) supports the study in terms of principle leadership style and teaching competences, stating that principals as leaders must be able to assist teachers to enhance their teaching competency via teacher empowerment potentials. He went on to say that leadership is a task that the private variable is capable of accomplishing. This task entails putting in physical and mental effort to collaborate with others to achieve a result or objective. Every attempt necessitates his leadership ability to use his authority to enable individuals to accomplish their jobs effectively. Teachers are a significant asset for the school in helping students improve learning outcomes and reach the best learning accomplishment. Therefore the principal must be worried about their capacity and continue to support teachers to enhance their teaching competency as a leader in the school. The principals' concern might aid instructors in improving their skills.

The study is backed by Hutabarat's (2015) study in the context of school culture and teaching competences, which states that excellent schools have a healthy school culture and working environment and appropriate means-infrastructures that will enable each other teacher to work. A healthy school climate, a favorable working environment, humanism, and the existing infrastructure at these institutions contribute to school culture. It is believed that if working conditions are sufficient, instructors would be able to effectively carry out the learning process. Mulyasa (2005) agrees, stating that when the facility is operational, all tools, equipment, and other facilities act as a primary or auxiliary tool in the execution of work and social functioning in the context of the interests of individuals associated with the work organization.

Mullin (2005) concurs with the findings, stating that instructors' success drive may motivate them to enhance their teaching skills. A teacher who is motivated by accomplishment will complete the arduous assignment. It is tough, though, because you have a duty. You need input from others, including the principle, and you must continue

creating educational improvements. A teacher like that aspires to be successful in life and their profession and is driven to do so.

Conceptual Framework: Figure 1 shows the conceptual model showing the relationships of the variables. The independent variable is the principal leadership style. This includes the following theoretically observable variables: involvement in decision-making, communication to staff, and delegation of duties (Jay, 2014). In this study, the term involvement in decision-making interaction refers to how supervisors and subordinates sit down together to debate how the company should be conducted. Communicating to staff - refers to how information is laid down, which is usually communicated to employees in memos, meetings, and telephone calls to enhance their performance. Delegation of duties - can be viewed as the principal's support to his teachers and the process of giving rights, authorities, and duties to the people of lower rank.

The dependent variable, on the other hand, is teaching competencies, which is comprised of four variables: scientific competencies, methodological competencies, social competencies, and personal competencies (Ferrández-Berrueco& Sánchez-Tarazaga, 2014). Scientific competencies are linked to learning to know the domain in this study. Subject knowledge, teaching, pedagogy-psychology, ICT, and languages are all important. The term methodological competencies refer to the field of learning to accomplish. Classroom management, collaboration approaches, diversity awareness, conflict resolution, didactic preparation, assessment, and ICT use are among them. Social competencies refer to the ability to live together in a group setting. Collaboration in the educational community, cooperation, coordination, tutorial work, adherence to laws, and scholarly study are all examples. Finally, personal competencies include emotional control attitudes, decision-making, chores and obligations, and value education.

Meanwhile, school culture (Devaney, 2012) and success motivation are mediating variables (Bergman, 2015). The ideas, views, connections, attitudes, and written and unwritten norms that form and affect every element of how a school works are referred to as school culture. The energization and direction of competence-relevant behavior, or why individuals strive toward competence (success) and away from ineptitude (failure), is characterized as achievement motivation. These assess the likelihood of a connection between leadership style and teaching competencies.
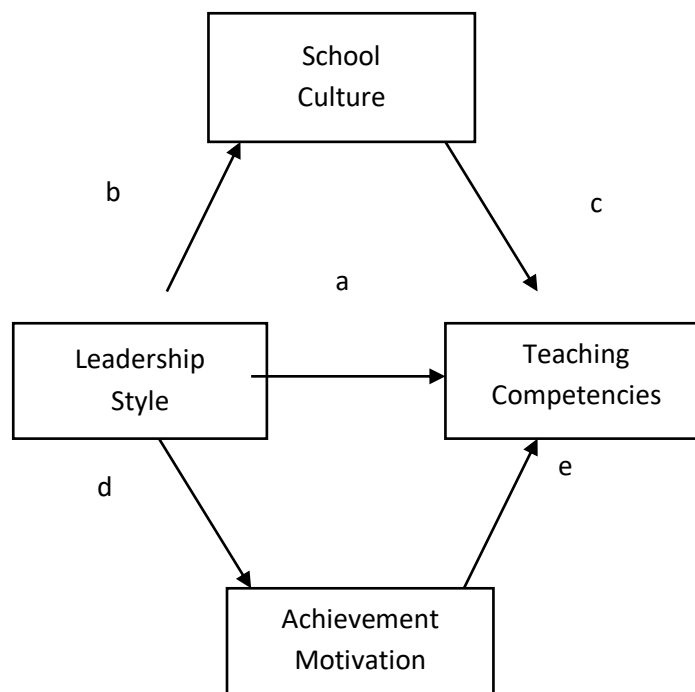

Figure 1. The Mediating Effects of School Culture and Achievement Motivation on the Relationship between Principal Leadership Styleand Teaching Competencies

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Research Design: This study is quantitative research utilizing the descriptive correlational design. Quantitative research deals with quantifying and analyzing variables to get results. It involves utilizing and analyzing numerical data using specific statistical techniques to answer questions (Apuke, 2017). Meanwhile, descriptive correlational describes the statistical association between two or more variables (Creswell, 2002).

The study was quantitative in nature, for it dealt with figures and statistical data. This can be noted in determining the level of principal leadership style, school culture, achievement motivation, and teaching competencies. It used statistical tools such as mean, Pearson r, and regression analysis which are part of quantitative research. It was descriptive correlational since it examined the interrelationship of principal leadership style, school culture, achievement motivation, and teaching competencies of elementary teachers in Region XI. Furthermore, it determined the mediating effect of school culture and achievement motivation on the relationship between leadership style and teaching competencies.

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Results:

1. Level of Leadership Style of School Heads

Table 1 Level of Leadership Style of School Heads

Items	SD	Mean	D.E.
Involvement in Decision Making	0.42	4.23	Very High
Communication to Teaching Staff	0.50	4.12	High
Delegation of Duties	0.51	3.94	High
Overall	0.43	4.10	High

Presented in Table 1 is the level of the leadership style of school heads which has a weighted mean of 4.10 with a standard deviation of 0.43 and a verbal interpretation of High. The mean of indicators ranges from 3.94 to 4.23. The results show that there are two indicators that received the high mean value: communication to teaching staff with a mean value of 4.12; and delegation of duties with a mean value of 3.94. Meanwhile, the only indicator which received averbal interpretation of Very High is involvement in decision making with a mean value of 4.23. In appended Table 1.3, particularly under leadership style of school heads in terms of delegation of duties, low mean results were revealed more particularly, in the beliefs that school heads delegate duties effectively and schools heads supervise teachers on duties delegated to them.

The high rating of leadership style among principals is derived from the overall high rating from the respondents whose responses are mostly in High levels on Communication to teaching staff and Delegation of duties. This implies that leadership style is oftentimes evident among administrators. It will show that principals are delegating duties to teachers they are talented and skilled at, writing a note in the staff notice board when the principal wants to talk to the teachers, directs teacher on how to perform the delegated duties, delegates the duties effectively, and listening to teachers when they propose a plan for school's improvement.

These practices of principal in terms of leadership style are the characteristic of an effective school head in leading an institution. It is in conformity with the idea of Khan (2018) and Sunaengsih et al. (2019), who emphasizes that a successful leadership style is to function the primary role of the principal of which they need to communicate with their teachers and encourage them to involve in the planning, decision-making and empowering teachers on shared leadership and Delegation of duties and responsibilities.

2. Level of Teaching Competencies

Table 2 Level of Teaching Competencies

Items	SD	Mean	D.E.
Subject Competencies	0.44	3.79	High
Methodological Competencies	0.43	3.96	High
Social Competencies	0.54	3.59	High

Personal Competencies	0.53	3.66	High
Overall	0.41	3.75	High

Shown in Table 2 are the weighted means of each criterion of teaching competencies, in which the overall weighted mean is 3.75 with a standard deviation of 0.41 and descriptive interpretation of High. The mean of the indicators ranges from 3.59 to 3.79. The results revealed that the methodological competencies have the highest mean score with a mean value of 3.79, which is high. This is followed by subject competencies with a mean value of 3.79, which is described as High; personal competencies with a mean value of 3.66 and described as High; and the social competencies with the lowest mean score of 3.59, which is described as well as High.

The high teaching competencies result from the respondents' high rating on subject, methodological, social, and personal competencies. This will indicate that the teaching competencies of elementary teachers are oftentimes evident. This will also imply that teachers use various student evaluation techniques and systems; they know how to resolve conflict in the classroom, introduce improvements after reflecting on my practices. They are also proficient in verbal and non-verbal communication competencies. They hold tutorials and can give academic and professional guidance.

The favorable outcomes of this study corroborated Liakopoulou's (2011) findings, which said that a teacher must obtain and possess a mastery of the subject matter to conduct tutorials and remediation and provide academic and professional assistance. According to Blake (2015), conventional professional training stressed teachers' theoretical understanding of their subject areas since knowledge was necessary for practical performance. In addition, one of the most essential abilities of a teacher, according to Ilanlou and Zand (2011), is familiarity with communication skills, which allows instructors to interact, stimulate, and motivate students and parents. Similarly, Sablji (2014) believes that teachers should have enough methodological skills and demonstrate leadership as moderators of discipline and facilitators of positive connections to resolve potential conflicts in the classroom.

3. Level of School Culture

Table 3Level of School Culture

Items	SD	Mean	D.E.
Providing us visible and ongoing support for new school programs and ideas.	0.74	3.75	High
Being sympathetic with problems and difficulties encountered by teachers in their work.	0.77	3.92	High
Working to ensure the cooperation of teachers.	0.87	3.60	High
Encouraging us to be the best that we can be in the classroom.	0.74	3.74	High
Working cooperatively with teachers in developing new school programs and policies.	0.76	3.65	High
Offering assistance to the teachers which enhances the quality of teaching and learning in their classroom.	0.79	3.68	High
Offering leadership roles to teachers.	0.72	3.88	High
Giving priority to helping their students develop higher-order thinking skills.	0.77	3.87	High
Incorporating the findings of educational research into their own teaching and learning practices.	0.85	3.76	High
Believing that all students can learn.	0.81	3.65	High
Being committed to professional growth to improve teaching and learning.	0.84	3.63	High
Planning teaching and learning activities to accommodate individual differences among students.	0.81	3.63	High
Spending time in professional reflection about their work.	0.77	3.71	High
Being willing to help each other when problems arise.	0.42	4.20	Very High
Sharing problems with each other.	0.54	4.07	High

Sharing and learning from one another.	0.80	3.61	High
Encouraging each other to use professional judgment when making decisions.	0.75	3.75	High
Feeling comfortable in providing suggestions to colleagues about ways in which to improve teaching and learning in their classrooms.	0.58	4.04	High
Spending time together to informally discuss ways to improve the school.	0.75	3.72	High
Sharing classroom experiences with each other to improve their understanding of students learning.	0.92	3.41	High
Overall	0.62	3.76	High

Presented in Table 3 is the level of school culture with an overall weighted mean score of 3.76 and a standard deviation of 0.62 that has a verbal interpretation of High. For specific items' results, the highest means are being willing to help each other when problems arise with a mean value of 4.20 and a verbal description of Very High; having openly share problems with each other with a mean value of 4.07 and a verbal description of High; and feeling comfortable in providing suggestions to colleagues about ways in which to improve teaching and learning in the classrooms with a mean value of 4.04 and a verbal description of High. Meanwhile, some items have the lowest means and have a verbal description of High. These are having professionally share and learn from one another with a mean value of 3.61, working to ensure the cooperation of teachers with a mean value of 3.60, and sharing classroom experiences with each other to improve their understanding of students learning with a mean value of 3.41.

The high level obtained from the school culture of the elementary teachers is due to the high rating provided by the respondents on the embodied items of the survey questionnaire focusing on school culture. This means that ideal school culture is oftentimes manifested. This will depict that the school principals offer leadership roles to teachers. They used to openly share problems with each other. This is a good manifestation of positive school culture in their school, especially when they are comfortable providing suggestions to colleagues about ways to improve teaching and learning in their classrooms. Teachers can feel sympathy from their colleagues with problems and difficulties they encounter in their work.

The study's findings are consistent with those of DeVaney (2014), who stated that teachers' willingness to help and support colleagues when there is a crisis in the school may go a long way toward achieving a healthy school culture in terms of professionalism. Day and Sammons (2014) also believed that the school should be cultivated with open communication to discuss freely and in-depth about the problem in education and discover the best solution. As a result of this degree of practice among primary teachers, the instructors' competency will be strengthened. This aligns with Glusac, Tasi, Nikoli, Terek, and Gligorovi's (2015) views on the importance of care and open communication. He considered teachers to be culture shapers. Teachers who are prepared to listen to recommendations from their colleagues regarding the teaching-learning process and who are sympathetic and concerned about each other's problems and challenges demonstrate a positive school culture.

4. Level of Achievement Motivation

Table 4Level of Achievement Motivation

Items	SD	Mean	D.E.
Being not afraid of doing something wrong when faced with a new job/task.	0.67	3.43	High
Feeling no confusion in doing my task.	0.64	3.60	High
Being not afraid of undertaking some activities.	0.40	4.08	High
Looking for easier goals to be able to succeed at a task.	0.38	4.08	High
Daring to try if there have been very desirable things that I want to achieve in life.	0.38	4.09	High
Being open to everything new.	0.44	4.08	High
Liking to look for tasks that test my capabilities.	0.54	3.95	High

Taking risks to try out something new	0.66	3.63	High
Liking to try out a lot sometimes.	0.38	4.08	High
Feeling comfortable in many areas of professional responsibility	0.40	4.10	High
Being alone when performing a difficult task.	0.43	4.01	High
Being solely responsible for what I do.	0.49	3.90	High
Having no difficulty in making decisions, even in small things.	0.63	3.58	High
Finding it easy to make decisions quickly.	0.37	4.04	High
Valuing my independence	0.49	4.20	Very High
Preferring taking major one if there is a need to choose between one major task and several little ones.	0.56	4.36	Very High
Liking to deal with problems that contain tough nut to crack.	0.57	4.34	Very High
Liking difficult problems more to me than simple ones	0.76	3.95	High
Liking to work at tasks that require great deal of skill	0.41	4.02	High
Feeling particularly challenged by difficult task	0.37	4.03	High
Expecting to achieve goal even when faced with difficult task.	0.43	4.01	High
Feeling I would be able to accomplish whenever I am faced with new tasks.	0.45	4.00	High
Being convinced of going to accomplish things professionally	0.41	4.04	High
Being always confident even with difficult tasks.	0.38	4.02	High
Being not fear to any situation because I could always pull through, thanks to my abilities.	0.43	3.99	High
Liking to decide what others should do.	0.43	3.97	High
Succeeding in convincing others of my opinion	0.53	3.84	High
Playing significant role in making them when decisions have to be made in group.	0.66	3.68	High
Succeeding even when I am with opposition.	0.62	3.42	High
Taking initiative when working with other people,	0.57	3.82	High
Knowing exactly what professional position would like to hold in five years	0.36	4.04	High
Being strongly oriented toward future.	0.42	4.10	High
Expecting to experience considerable additional personal growth	0.38	4.08	High
Increasing demands on myself for my next goal.	0.50	4.19	High
Knowing exactly what I wanted when I have choices about education, training, and profession.	0.59	4.52	Very High
Trying to retain as much as possible when I see and hear something new.	0.35	4.09	High
Attending a great deal of education and training that was not required	0.39	4.07	High
Reading trade publications in my professional field.	0.55	4.17	High
Having had to learn so much in life, further education, training in my professional field.	0.59	4.64	Very High
Spending considerable time learning new things	0.55	4.26	Very High
Trying to be faster or better if someone is working on same thing as I.	0.45	4.01	High
Being better than others is major incentive for me.	0.48	3.97	High
Liking to compete with others.	0.72	3.74	High

Getting annoyed when others perform better than I	0.80	3.50	High
Having to be better than everyone to truly feel successful.	0.87	3.14	Moderate
Preferring to double my effort so that I would not be subject to criticism.	0.92	3.48	High
Making a special effort for fear of making a fool of myself.	0.69	3.62	High
Preparing myself too thoroughly than not enough when faced with an important task	0.69	3.35	Moderate
Making extra effort because I am afraid to make mistakes.	0.70	3.49	High
Investing too much time rather than too little when I prepare for something important.	0.63	3.83	High
Working a lot more than necessary.	0.67	3.43	High
Having been more committed to education, training, profession than colleagues	0.65	3.45	High
Working more than most people I know.	0.65	3.44	High
Having been called a workaholic.	0.67	3.40	High
Trying harder professionally than most of colleagues	0.82	3.26	Moderate
Feeling proud and happy to have mastered difficult task.	0.88	3.66	High
Having sense of satisfaction when I improve my performance.	0.39	4.03	High
Liking to think about all things I have accomplished.	0.41	4.09	High
Feeling dignified with all my achievements.	0.50	4.01	High
Feeling happy when I succeed in using time well.	0.55	3.88	High
Intending to go far professionally.	0.71	3.45	High
Liking to have important role that would make others look up to me.	0.67	3.68	High
Liking to become important member of community.	0.67	3.39	Moderate
Wanting to be admired for my achievements.	0.72	3.65	High
Thinking of reaching important position.	0.71	3.44	High
Forgetting the world around me when busy with something interesting.	0.71	3.46	High
Losing myself in what I am doing.	0.74	3.71	High
Noticing that everything else becomes unimportant when totally concentrate on work.	0.75	3.34	Moderate
Getting carried away by work.	0.70	3.31	Moderate
Finding it hard to stop once have started job.	0.70	3.30	Moderate
Believing that one's professional success depends on good deal of luck.	0.74	3.61	High
Having made it farther because of the understanding teachers and supervisors.	0.71	3.56	High
Havinga feeling that people make my work lot easy for me.	0.86	3.67	High
Having achieved anything due to my skills, abilities	0.87	3.55	High
Having a satisfying performance because of my supervisors.	0.64	3.70	High
Doing everything to accomplish something that I am determined to succeed.	0.70	3.62	High
Being more ambitious than my colleagues.	0.66	3.69	High
Being able to maintain my effort over long period of time	0.76	3.71	High
Being able to concentrate for long time without becoming tired.	0.77	4.05	High
Being able to accomplish more before I get tired.	0.50	3.94	High

Being able to still force myself to concentrate even when I am not having any real desire to work,	0.49	3.96	High
Believing the old rule' business before pleasure'.	0.49	4.07	High
Drawing up a work plan before beginning a task.	0.68	4.21	Very High
Trying to finish task that can be done for today.	0.69	3.87	High
Being able to forego other things in life if I am striving for demanding goals.	0.47	4.00	High
Overall	0.27	3.83	High

As can be gleaned in Table 4 presents the level of achievement motivation with an overall weighted mean score of 3.83 and a standard deviation of 0.27 that has a verbal interpretation of High. For specific items' result, the highest means with a verbal description of Very High are having had to learn so much in life, further education, training in the professional field with a mean value of 4.64; knowing exactly what I wanted when I have choices about education, training, and profession with a mean value of 4.52; and preferring taking major one if there is a need to choose between one major task and several little ones with a mean value of 4.36. Meanwhile, some items have the lowest means and have a verbal description of Moderate. These are finding it hard to stop once they have started the job with a mean value of 3.30, trying harder professionally than most colleagues with a mean value of 3.26, and having to be better than everyone to truly feel successful with a mean value of 3.14.

The high result gained from achievement motivation of elementary teachers is derived from the high rating given by the respondents in terms of increase demands on myself for my next goal; regularly reading trade publications in my professional field; would feel comfortable in many areas of professional responsibility; and dare to try if there have been very desirable things that I want to achieve in life. Furthermore, it is revealed that elementary teachers are strongly oriented toward future. Consequently, with these results, it is understood that teachers are highly motivated to achieve those mentioned items.

More so, the results of this study are in conformity with what the various authors (Kuranchie-Mensah & Amponsah-Tawiah, 2016; Kerr et al., 2017) believed on the need for teachers to be highly motivated so that they will have a strong drive to succeed and pursuing further education and training in the professional field. In addition, Yaman (2015) viewed that teachers are motivated to achieve their goals if they feel comfortable in their professional work and overcome all challenges and obstacles in education. Seemingly, the results of this study strengthened the claim of Bergman (2015), who concluded that competent teachers are those who try desirable things that they want to achieve in life. They have no fear of failing at difficult jobs. People that have a high score on this dimension are unafraid to execute under time constraints. They are students that want to cope with difficult difficulties in school and find a solution.

5. Relationship Between Leadership Style and Teaching Competencies

Table 5Relationship Between Leadership Style and Teaching Competencies

Leadership Style of School Heads	Teaching Competencies				
	Subject Competencies	Methodological Competencies	Social Competencies	Personal Competencies	Overall Teaching Competencies
Involvement in Decision Making	0.337* (0.000)	0.331* (0.000)	0.304* (0.000)	0.398* (0.000)	0.399* (0.000)
Communication to Teaching Staff	0.401* (0.000)	0.340* (0.000)	0.385* (0.000)	0.480* (0.000)	0.471* (0.000)
Delegation of Duties	0.580* (0.000)	0.376* (0.000)	0.553* (0.000)	0.634* (0.000)	0.631* (0.000)
Overall Leadership Style	0.500* (0.000)	0.393* (0.000)	0.473* (0.000)	0.573* (0.000)	0.569* (0.000)

of School Heads					

*Significant at 0.05 significance level.

Shown in Table 5 are the results of the test of the relationship between the leadership style of school heads and teaching competencies. As reflected in the hypothesis, the relationship was tested at a 0.05 level of significance. The overall r-value of .569 with a p-value of <0.05 signified the rejection of the null hypothesis.It means that there is a significant relationship between the leadership style of school heads and teaching competencies. This means that leadership style is correlated with teaching competencies.

More specifically, the result reveals that all indicators of leadership style are positively correlated with teaching competencies, since the p-value is <0.05 and the overall r-value is .399 on involvement in decision making, .471 on communication to teaching staff, and .631 on Delegation of duties. As can be seen in the table, all indicators of each variable are correlated. Hence, data show a positive association between the two variables.

There is a significant relationship between the principals' leadership style and teaching competencies of Elementary School teachers as reflected by the p-value of .000 and correlation coefficient, r=.569. It can be perceived from the results that there was a significant positive, strong relationship between principal leadership style and teaching competencies. This implies that leadership style is correlated with teaching competencies. It means that the positive leadership style would also likely increase teaching competencies.

These findings support the assertions of other writers (Chen, 2017; Hendriks & Steen, 2012; Noor et al., 2018; Shamaki, 2015;) that the principal's leadership style has an impact on the teachers' teaching competencies. They thought that emphasizing the importance of leadership style in providing teachers with the appropriate resources and incentives allows them to focus only on their pupils' learning. They stated that the leadership styles of school principals are important and beneficial to the performance of teachers. The significant association between leadership styles among principals is also linked to the findings of Davis & Wilson (2003). He found that the school head's leadership styles are the most important contributor to teachers' professional and pedagogical competencies.

6. Relationship Between Leadership Style and School Culture

Table 6 Significance on the Relationship between Levels of Leadership Style and School Culture

Leadership Style of School Heads	Teaching Competencies				
	Subject Competencies	Methodological Competencies	Social Competencies	Personal Competencies	Overall Teaching Competencies
Involvement in Decision Making	0.337* (0.000)	0.331* (0.000)	0.304* (0.000)	0.398* (0.000)	0.399* (0.000)
Communication to Teaching Staff	0.401* (0.000)	0.340* (0.000)	0.385* (0.000)	0.480* (0.000)	0.471* (0.000)
Delegation of Duties	0.580* (0.000)	0.376* (0.000)	0.553* (0.000)	0.634* (0.000)	0.631* (0.000)
Overall Leadership Style of School Heads	0.500* (0.000)	0.393* (0.000)	0.473* (0.000)	0.573* (0.000)	0.569* (0.000)

*Significant at 0.05 significance level.

Shown in Table 6 are the results of the test of the relationship between leadership style and school culture. The results show that the overall values reveal a positive and significant relationship between leadership style and school culture (r=.740, p<.05).

More specifically, all of the indicators of leadership style correlate positively with school culture, namely involvement in decision making (r=.516, p<.05), communication to teaching staff (r=.609, p<.05), and Delegation of duties (r=.825, p<.05).

There is a significant relationship between the leadership style of the principals and school culture with a P-value of 0.000 and r-value of = 0.740. This implies that the leadership style employed by the principals is greatly concerned with the school cultures of the teacher-respondents. This conclusion is consistent with the findings of Kalkan et al. (2020) and Atisoy (2020). They discovered that school administrators' leadership styles strongly impacted school culture. The principals' leadership style has a significant impact on the formation of positive school culture.

Furthermore, the conclusion is consistent with Smart (2016) 's findings, which looked at teacher opinions of the principal's leadership style and school culture. The outcomes of this study revealed that principals' leadership styles impacted the school's culture. Piotrowsky (2016) discovered the same result in the predicted link between leadership styles and school culture. The fact that leadership style has a statistically significant influence on school culture has been established.

7. Relationship Between School Culture and Teaching Competencies

Table 7Significance on the Relationship between Levels of School Culture and Teaching Competency

School Culture	Teaching Competencies				
	Subject Competencies	Methodological Competencies	Social Competencies	Personal Competencies	Overall Teaching Competencies
Overall School Culture	0.689* (0.000)	0.436* (0.000)	0.711* (0.000)	0.777* (0.000)	0.772* (0.000)

*Significant at 0.05 significance level.

Presented in Table 7 are the results of the test of the relationship between school culture and teaching competencies. As shown in the hypothesis, the relationship was tested at a 0.05 level of significance. The overall result reflects that school culture is positively correlated with teaching competencies since the overall r-value is .772 with a p-value that is <.05, hence rejecting the null hypothesis. This shows that school culture would also likely increase the teaching competencies of elementary teachers.

In particular, it revealed a positive and significant relationship between teaching competencies and school culture indicators. The p-value is less than .05, with an r-value of .689 on subject competencies, .691 on methodological .711 on social competencies, and .777 on personal competencies.

There is a significant relationship between school culture and teaching competencies of elementary teachers as depicted by the p-value of .000 and correlation coefficient r=.772. This implies that the school culture of elementary teachers promotes and increases teaching competencies. The findings corroborate Prokupchok's (2016) assertion that a good school culture prioritizes developing teaching competency. A positive school culture seeks out methods to assist teachers and provide them with tools to help them advance in their careers. It also aligns with Gomendio's (2017) findings, who found that school culture can impact several parts of a school and is strongly linked to teachers' teaching competencies, professional growth, and well-being, critical to academic achievement. As a result, according to the European Commission (2018), a school should be expected to have a culture that encourages collaboration to enhance teachers' competencies and responsibilities.

8. Relationship Between Leadership Style and Achievement Motivation

Table 8Significance on the Relationship between Levels of Leadership Style and Achievement Motivation

Leadership Style of School Heads	Overall Achievement Motivation
Involvement in Decision Making	0.392* (0.000)
Communication to Teaching Staff	0.492* (0.000)
Delegation of Duties	0.540* (0.000)
Overall Leadership Style of School Heads	0.539*

	(0.000)

*Significant at 0.05 significance level.

Table 8 shows the results of the test of the relationship between leadership style and achievement motivation. The results show that the overall values reveal a positive and significant relationship between leadership style and achievement motivation (r=.539, p<.05).

More specifically, all of the indicators of leadership style correlate positively with achievement motivation, namely involvement in decision making (r=.392, p<.05), communicating to teaching staff (r=.492, p<.05), and Delegation of duties (r=.540, p<.05).

There is a positive and significant relationship between principals' leadership style and the achievement motivation of teachers. The result shows that leadership style is positively correlated with achievement motivation. The overall r-value is .539, with a p-value of 0.000. This study is consistent with Williams's (2018) findings on the principal's leadership style and how it affects teachers' achievement motivation. He concludes that the more a leader delegated and transferred control, responsibility, authority, and decision-making procedures to subordinates, the greater the degree of accomplishment motivation of instructors to carry out an organization's objectives and programs. Patimah (2017) and Selasih et al., for example (2019). It is strongly thought that the better the principal's leadership style, the stronger the teacher's drive to achieve. Similarly, Abubakar (2017) 's findings on the significant influence of leadership styles on teacher success are consistent with Alfahad et al. (2013) 's findings on the positive relationship between principals' leadership styles and teachers' achievement motivation.

9. Relationship Between Achievement Motivation and Teaching Competencies

Table 9Significance on the Relationship between Levels of Achievement Motivation and Teaching Competency

Achievement Motivation	Teaching Competencies				
	Subject Competencies	Methodological Competencies	Social Competencies	Personal Competencies	Overall Teaching Competencies
Overall Achievement Motivation	0.633* (0.000)	0.312* (0.000)	0.449* (0.000)	0.486* (0.000)	0.547* (0.000)

*Significant at 0.05 significance level.

Exhibited in Table 9 are the test results of the relationship between achievement motivation and teaching competencies. As shown in the hypothesis section, the relationship was tested at a 0.05 level of significance. The results show that the overall values reveal a positive and significant relationship between achievement motivation and teaching competencies (r=.547, p<.05).

Specifically, it revealed a positive and significant relationship between the indicators of teaching competencies and achievement motivation as revealed in the p-value that is less than .05, and with an r-value of .653 on subject competencies, .312 on methodological .499 on social competencies, and .486 on personal competencies.

There is a significant correlation between achievement motivation and teaching competencies of elementary teachers with a p-value of 0.000 and r=.547. This would suggest that the more positive manifestations of achievement motivation are, the more likely the teachers had a high level of teaching competencies. This is consistent with the findings of Idris (2016), who found that instructors who are highly motivated in their profession are more likely to be driven to execute their jobs correctly, allowing for the proper implementation of the teachers' initial aims. Pongoh (2014) went on to say that achievement motivation is inextricably linked to instructional abilities. They also conclude that achievement incentive is critical for any teacher who wants to continue to improve their teaching skills. Someone who is motivated by achievement will continue to work more efficiently. Yaman (2015) went on to say that success motivation drives a teacher's love for his job as an educator because it satisfies his need for accomplishment. Teachers motivated by accomplishment will have a greater duty to work with zeal and mobilize all of their talents and abilities to achieve ideal results. The findings further support the necessity for

achievement motivation. If a teacher lacks motivation, he will not be able to instruct his students. Teachers' success in the classroom is because motivation reflects the teacher's work (Han et al., 2016).

10. Mediating Effect of School Culture and Achievement Motivation

Table 10Mediating Effect: Path Analysis

PATH	ESTIMATES		SE	C.R.	P
	Unstandardized	Standardized			
LeadStyle SchoolCuL →	1.070	.740	.047	22.594	***
LeadStyle AchieveMoti →	.338	.539	.026	13.136	***
SchoolCuL TeachComp →	.482	.729	.030	15.824	***
LeadStyle TeachComp →	-.041	-.043	.048	-.849	.396
AchieveMoti TeachComp →	.237	.155	.056	4.226	***

*Significant at 0.05 significance level.

Shown in Figure 3 is the mediating effect of school culture and achievement motivation using path analysis as depicted in Table 10. Path LeadStyle (Leadership Style) to SchoolCul (School Culture) revealed a significant influencewith p<0.001. This path signifies that every unit increase in leadership style corresponds to a 1.070-unit increase in school culture with a standard error of .047. Meanwhile, Path LeadStyleto AchieveMoti (Achievement Motivation) revealed a significant regression with p<0.001. This path signifies that every unit increase in leadership style corresponds to a .338-unit increase in achievement motivation with a standard error of .026.

While Path SchoolCul to TeachComp (Teaching Competencies) also shows significant influence with p<0.001, implying that every unit increase in school culture corresponds to a 0.482-unit increase in teaching competencies.Moreover, Path AchieveMoti to TeachComp shows significant influence withp<0.001, implying that achievement motivation corresponds to a 0.237-unit increase in teaching competencies for every unit. Finally, Path LeadStyle to TeachComp shows insignificant influence with p<0.001. Therefore, the result showed that there was a significant full mediation by school culture and achievement motivation. Findings shoes having no significant influence on leadership style and teaching competence.

The results showed that when school culture and achievement motivationare added to the relationship between principal leadership style and teachers' competencies, mediation analysis reveals that the relationship increases. The full mediation could claim that school culture and achievement motivation are how principal leadership style can influence teaching competencies. School culture showed the most effect with the highest coefficients and significance, indicating that having a positive school culture contributes more to teachers' competencies. This indicates that school culture and achievement motivation can partly explain how principal leadership style can influence teaching competencies. This brings us back to Prokupchok (2016), who discovered that school culture has a strong relationship with teaching competency, consistent with Gomendio's (2017) assertion that school culture is connected to teaching skills. Furthermore, the finding that accomplishment motivation has a substantial relationship with teaching competencies backs up Idris's (2016) assertion that instructors' achievement motivation and teaching competencies are highly linked.

11. Mediating Effect of School Culture and Achievement Motivation

Table 11Total, Direct, and Indirect Effects

	95% CI		
Effect	**b**	**Lower**	**Upper**

Total	.5552	.4782	.6321
Direct	-.0407	-.1293	.0479
Indirect (mediation)	.4357	.3070	.5650

Therefore, results showed full mediation. The total effect of .5552 is the combined indirect and direct effect, as reflected in Table 11. The indirect effect of .4357 implies the impact of leadership style on teaching competencies when mediated by school culture achievement motivation (Table 10). This means that every unit increase in leadership style corresponds to a 0.4357-unit increase in teaching competencies as fully mediated by school culture and achievement motivation.

IV- Leadership Style of School Heads
DV- Teaching Competencies
MV1- School Culture
MV2- Achievement Motivation
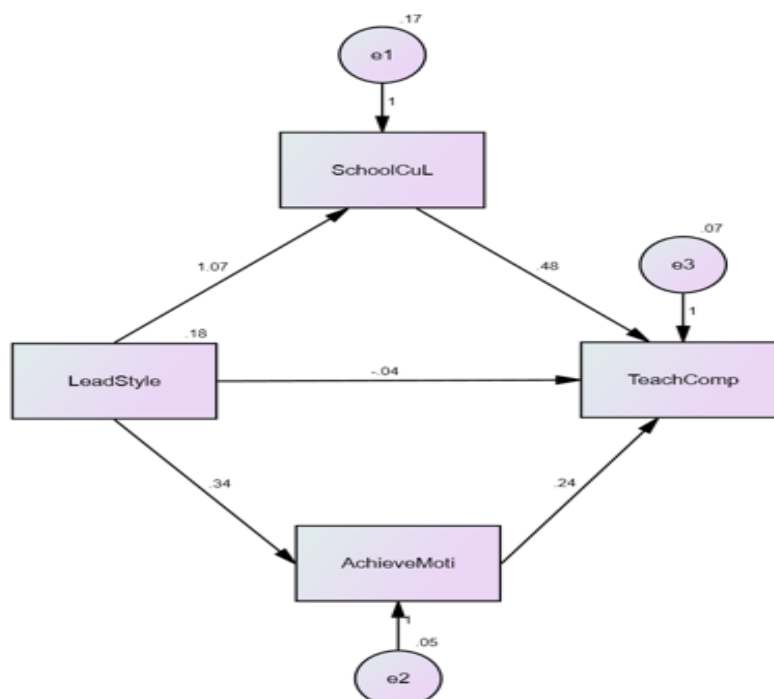
Figure 3. Mediating Effect-Path Analysis

Conclusion: The use of mediating effect Path analysis strengthened the reliability and thoroughness of this research. Results revealed that the level of principal leadership style in terms of involvement in decision making, communication to teaching staff, and Delegation of duties is High; the level of teaching competencies in terms of scientific, methodological, social, and personal competencies is High; the level of school culture and achievement motivation of the elementary teachers is High; there is a significant relationship between leadership style and teaching competencies of elementary teachers, leadership style and school culture; school culture and teaching competencies, leadership style and achievement motivation, achievement motivation and teaching competencies. There are full mediating effects of school culture and achievement motivation on the relationship between leadership style and teaching competencies.

The findings of this study show that when school culture and achievement motivation are added to the relationship between principal leadership style and teaching competence, mediation analysis reveals that the relationship is fully increased. This indicates that school culture and achievement motivation can fully explain how principal leadership style can influence teaching competence. Therefore, it confirms the conventions about the full mediating effect of school culture and achievement motivation on the relationship between leadership style and teaching competencies.

The findings of this study validate the proposition of Wenno (2017), stating that some of the factors that affect teachers' competencies include the leadership style of the principal, school culture, and achievement motivation. Likewise, the theory of the Competency Model developed by Mc Ber (2003) affirmed the findings of this study. It focuses on the notion that an individual's performance will increase if one has all the competencies needed to complete the tasks and responsibilities. This theory will serve as a guide to fully understand the relationship between school principals and teachers and principals, the style the principals employ to them, and how their school culture positively influences their achievement motivation and could affect their teaching competencies.

Recommendation: Based on the preceding findings and conclusions, several recommendations are considered. It is recommended that since school culture and achievement motivation have a full mediating effect on the relationship between leadership style and teaching competencies, it is suggested that school culture should be developed through conducting capability program focusing on how to strengthen the spirit of collaboration among teachers, value professionally and learn from one another and share classroom experiences with each other to improve their understanding of students learning. This way can create a positive school culture that provides supportive, encouraging, and challenging environments for teachers. The leadership style will influence and motivate the teachers to do their tasks and improve their teaching competence. Likewise, achievement motivation should also be developed among teachers by conducting a motivational program focusing on being better than everyone to truly feel successful, try harder professionally than most colleagues, and become an important member of the community. With these practices among teachers, strong achievement motivation will be enhanced. The principal's leadership style will also be directed in performing specific tasks for the smooth running of the school and, importantly, for the improvement of the teaching competence of the teachers.

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