

Affective Commitment in Relation to Integration of Lifelong Learning Skills of Novice Elementary School Teachers in Banaybanay District, Davao Oriental

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Abstract

This study aimed to determine the relationship between the affective commitment and integration of lifelong learning skills of novice public elementary school teachers in Banaybanay District. This study employed the descriptive-correlational design, where one hundred fifty elementary school teachers were selected using a complete enumeration sampling design. In gathering the data, the researcher adapted a survey questionnaire for workplace practices and school effectiveness. The collected data underwent statistical tests such as mean, Pearson's r , and multiple linear regression. Findings showed that the extent of teachers' affective commitment is extensive, which means their affective commitment is often observed. The extent of teacher integration of lifelong learning skills is very extensive, which means that their integration of lifelong learning skills is always observed. A significant relationship existed between affective commitment and the integration of lifelong learning skills. The domains of affective commitment that influenced the integration of lifelong learning skills were whole-person care and humility. With this, the Department of Education should strategically allocate resources in response to the study's stated needs and priorities, including investments in teacher training, curriculum enhancement, instructional resources, and support services.

Keywords: Integration of Lifelong Learning Skills, Affective Commitment, Whole- Person Care, Humility, Novice Elementary School Teachers

1. Introduction

Educators are increasingly focused on fostering lifelong learning by facilitating rather than directing education. This approach emphasizes the importance of affective and spiritual dimensions in students' lives, encouraging them to persist in their personal and career growth. In emerging technologies, educators must adapt to become facilitators of knowledge rather than authoritative figures, necessitating their commitment to lifelong learning.

UNESCO Member States recognize this educational shift and have implemented national policies to provide quality lifelong learning opportunities. However, there is often a gap between policy acceptance and the implementation of effective strategies. UNESCO aims to enhance formal education by promoting foundational, transferrable, and attitudinal values to enable educators to become lifelong learners (Aktner, 2020). This is supported by findings from a European Commission policy guide, which

underscores the importance of teachers' motivation and well-being in improving educational quality and fostering lifelong learning (Blau & Shamir-Inbal, 2017).

In the Philippines, the government has established the UNESCO Lifelong Learning Center for Sustainable Development, supported by legislative measures such as Senate Bill No. 2387. This initiative prioritizes lifelong learning and aims to create an environment conducive to continuous education and development (Villanueva, 2021). The center serves the Philippines and the Asia Pacific Region, providing a platform for sharing resources and expertise in lifelong learning.

Despite these efforts, challenges remain, particularly in regions like Davao, where issues such as inadequate instructional materials and insufficient professional development for teachers hinder the promotion of lifelong learning skills (Blancia et al., 2018). The Regional Education Development Plan (REDP) 2023–2028 addresses these challenges by aligning with the Sustainable Development Goals (SDGs) and aiming to ensure inclusive, high-quality education (Lim, 2023). Research highlights the need to focus not only on technological and pedagogical aspects but also on fostering a culture of passion and commitment among novice teachers, which is crucial for engaging learners in lifelong education (Taranto & Buchanan, 2018; Garzon Artacho et al., 2020; Park & Kim, 2020).

2. Theoretical Framework

This study is anchored in three theoretical frameworks: Social Exchange Theory, Skill Learning Theory, and Constructivism Learning Theory. As introduced by Blau (1964) and referenced in Kemp et al. (2021), Social Exchange Theory describes how positive interactions within organizations lead to reciprocal behaviors, such as increased commitment and positive attitudes among employees. Applied to education, this theory suggests that teachers' commitment is influenced by the support they receive from school leaders and colleagues, which enhances their respect for school priorities and reduces absenteeism. Skill Learning Theory, developed by Fitts (1968) and cited in Kee (2019), outlines the stages of acquiring skills, emphasizing the cognitive, practice-fixation, and autonomous phases. This theory highlights the importance of practice, feedback, and self-regulation, suggesting that teachers must master and teach these skills to foster student self-assessment and continuous improvement.

Constructivism Learning Theory, proposed by Arends (1998) and cited in Suhendi (2018), emphasizes the active role of learners in constructing knowledge through experiences. This theory asserts that learners build new knowledge by integrating it with their prior understanding. Teachers act as facilitators in this context, creating learning environments that encourage exploration and inquiry rather than simply dispensing information. By integrating these theories, the study aims to understand how teacher commitment and effective teaching practices can be enhanced through supportive organizational behavior, skill development, and constructivist learning environments, providing a comprehensive framework for improving educational experiences.

3. Methodology

3.1 Research Design

This study employs a non-experimental quantitative research approach, utilizing descriptive-correlational design to collect and analyze data. According to Bloomfield and Fisher (2019), quantitative methodology involves post-positivist reasoning, focusing on cause-and-effect relationships, variable reduction, and statistical data collection through surveys and predetermined instruments. The descriptive aspect of the study aims to observe, document, and categorize the extent of teachers' affective

commitment (whole-person care, transcendence, temperance, humility) and their integration of lifelong learning skills (motivation, perseverance, self-regulation, curiosity). The correlational design investigates the relationships between these variables, examining the direction, degree, and strength of these associations to determine if changes in one variable relate to changes in another. This methodological framework provides a systematic way to generalize findings and inform future hypotheses and studies (Creswell, 2008, cited in Taskiran & Baykal, 2019).

3.2 Research Participants

This study focused on 150 novice public elementary school teachers from ten selected schools in Banaybanay District, Davao Oriental. These respondents, all plain classroom teachers with three years or less of experience in the Department of Education and who have submitted RPMS for one to three cycles, were chosen to assess their integration of lifelong learning skills. The study did not consider demographic variables such as gender, age, civil status, position, or highest educational attainment. Using a complete enumeration sampling design, data were collected from every eligible teacher, providing comprehensive insights into their affective commitment and lifelong learning skills integration. This method ensures that each population unit is included, aligning with Anderson and Spencer's (2002) approach to comprehensive data collection, as cited in Boness et al. (2020).

3.3 Data Analysis

The study employed several statistical tools to assess and interpret the findings. The mean was used to describe the extent of affective commitment (whole-person care, transcendence, temperance, and humility) and the integration of lifelong learning skills (motivation, perseverance, self-regulation, and curiosity) among novice public elementary school teachers. Pearson's Product Moment Correlation (Pearson's r) determined the significant relationships between affective commitment and lifelong learning skills. Multiple Linear Regression identified which domains of affective commitment influenced the integration of lifelong learning skills in these teachers.

4. Results and Discussions

4.1 Affective Commitment of Novice Public Elementary School Teachers

4.1.1 Whole-person Care

Presented in Table 1 is the affective commitment of novice public elementary school teachers in terms of whole-person care. It reveals that the statement “as a novice public elementary school teacher, one used to hug his/ her pupils like his/ her son/ daughter or younger brother/sister” obtained the highest mean value among the five items (\bar{x} =4.46), which is described as “very extensive.”

Table 1. Affective Commitment of Novice Public Elementary School Teachers in terms of Whole-person Care

No.	Statements	Mean	SD	Descriptive Equivalent
	As novice public elementary school teachers, we...			
1.	check the kinds of foods that our pupils' eat	4.42	0.72	Very Extensive
2.	are available anytime when our pupils need comfort	4.29	0.75	Very Extensive
3.	used to hug our pupils like our son/daughter or younger	4.46	0.68	Very Extensive

	brother/sister			
4.	fix the uniform and the overall appearance of our pupils at all times	4.14	0.83	Extensive
5.	used to have spare of medicines for our sick pupils	4.28	0.85	Very Extensive
Overall		4.32	0.77	Very Extensive

On the other hand, the statement “as a novice public elementary school teacher, one fix the uniform and the overall appearance of his/ her pupils at all times” obtained the lowest mean value among the five (5) items ($\bar{x}=4.14$) which is described as “extensive”. It also reveals that the overall mean value on the extent of affective commitment of novice public elementary school teachers in terms of whole-person care is 4.32, which is described as “very extensive”.

The study indicates that novice public elementary school teachers in Banaybanay District, Davao Oriental, consistently exhibit affective commitment through whole-person care, treating their students like children or siblings. This approach fosters positive relationships, compassion, patience, and understanding, improving student behavior, academic success, and well-being. Nordman (2020) supports this by stating that new teachers' well-being is enhanced when they feel respected and cared for as individuals, reducing burnout and isolation. Kurniawan, Supriatna, and Permana (2021) emphasize that whole-person care in teaching promotes equitable access to resources and opportunities for students, enhancing creativity, meta-learning, problem-solving skills, and collaborative content production, as well as encouraging peer-to-peer assessment (Rao et al., 2021).

4.1.2 Transcendence

Presented in Table 2 is the affective commitment of novice public elementary school teachers in terms of transcendence.

Table 2. Affective Commitment of Novice Public Elementary School Teachers in terms of Transcendence

No.	Statements	Mean	SD	Descriptive Equivalent
	<i>As novice public elementary school teachers, we...</i>			
1.	start and end our lesson with a prayer	4.11	0.76	Extensive
2.	integrate to our lesson the importance of putting God as the center of our lives.	4.05	.071	Extensive
3.	inculcate to the mind of our pupils the importance of love and respect to one another	4.10	0.69	Extensive
4.	encourage our pupils to share anything for those less fortunate classmates and pupils in school.	4.01	.70	Extensive
5.	used to provide school supplies to our needy pupils	3.91	0.77	Extensive
Overall		4.04	0.73	Extensive

It reveals that the statement "as a novice public elementary school teacher, one starts and ends his/ her lesson with a prayer" obtained the highest mean value among the five items ($\bar{x}=4.11$), which is described as "extensive." On the other hand, the statement "as a novice public elementary school teacher, one used to provide school supplies to his/ her needy pupils" obtained the lowest mean value among the five (5)

items ($\bar{x}=3.91$), which is described as "extensive." It also reveals that the overall mean value on the extent of the affective commitment of novice public elementary school teachers in terms of transcendence is 4.40, which is described as "extensive."

The study shows that novice public elementary school teachers in Banaybanay District, Davao Oriental, frequently start and end their lessons with prayer and provide school supplies to needy pupils, indicating a high affective commitment to transcendence. This sense of transcendence inspires teachers to approach their work with a sense of purpose and significance, enhancing their teaching practices and student outcomes. Cecero and Prout (2018) suggest that teachers embody transcendence and inspire students to explore their passions, resulting in meaningful learning experiences. Chapman et al. (2021) emphasize the positive impact of affective transcendence on student resilience. Barni, Danioni, and Benevene (2019) argue that novice teachers' commitment to transcendence benefits their professional practice, student outcomes, and the broader educational community by fostering a culture of purpose, resilience, and social responsibility.

4.1.3 Temperance

Presented in Table 3 is the affective commitment of novice public elementary school teachers in terms of temperance

Table 3. Affective Commitment of Novice Public Elementary School Teachers in terms of Temperance

No.	Statements	Mean	SD	Descriptive Equivalent
	<i>As novice public elementary school teachers, we...</i>			
1.	Show enthusiasm to our classes despite too many responsibilities	4.11	0.78	Extensive
2.	Extend our patient to teach for slow learners	4.23	0.72	Very Extensive
3.	Can control our temper for misbehaved pupils	4.19	0.70	Extensive
4.	Are able to control our emotions when disrespected	4.32	0.72	Very Extensive
5.	Are able to manage our class routine when abrupt task is given	4.25	0.66	Very Extensive
	Overall	4.22	0.72	Very Extensive

It reveals that the statement "as a novice public elementary school teacher, one can control his/ her emotions when disrespected" obtained the highest mean value among the five items ($\bar{x}=4.32$), which is described as "very extensive." On the other hand, the statement "as a novice public elementary school teacher, one shows enthusiasm for his/ her classes despite too many responsibilities" obtained the lowest mean value among the five (5) items ($\bar{x}=4.11$), which is described as "extensive." It also reveals that the overall mean value on the extent of the affective commitment of novice public elementary school teachers in terms of temperance is 4.22, which is described as "very extensive."

The study reveals that novice public elementary school teachers in Banaybanay District, Davao Oriental, consistently demonstrate emotional control when faced with disrespect while also showing enthusiasm for their classes despite numerous responsibilities, indicating a high level of affective commitment in terms of temperance. Teachers who frequently exhibit temperance are adept at managing their emotions, fostering a positive classroom climate, and facilitating effective communication with students, colleagues, and parents. Mayerson (2020) suggests that temperance encourages teachers to approach

collaborative endeavors with humility, openness, and tolerance, fostering trust and cooperation among colleagues. Vukman and Licardo (2010) identify aspects of temperance, such as authenticity, prudence, self-regulation, and perseverance, which underpin behaviors associated with academic performance and achievement in middle school students. Even under stressful circumstances, Taxer and Gross (2018) argue that motivated teachers can successfully control their emotions, contributing to improved classroom efficiency. Overall, these findings underscore the importance of temperance in enhancing teacher effectiveness and student outcomes.

4.1.4 Humility

Presented in Table 4 is the affective commitment of novice public elementary school teachers in terms of humility.

Table 4. Affective Commitment of Novice Public Elementary School Teachers in terms of Humility

No.	Statements	Mean	SD	Descriptive Equivalent
	<i>As novice public elementary school teachers, we...</i>			
1.	Accept defeat and work hard to become better	4.01	0.72	Extensive
2.	Accept the constructive criticisms from our mentors	4.01	0.71	Extensive
3.	Are willing to embrace our changes in the organization	3.96	0.72	Extensive
4.	Acknowledge that we can always improve and grow	4.11	0.64	Extensive
5.	Generously listen to our colleagues and their opinions	4.09	0.74	Extensive
	Overall	4.04	0.71	Extensive

It reveals that the statement "as a novice public elementary school teacher, one acknowledges that he/she can always improve and grow" obtained the highest mean value among the five items ($\bar{x}=4.11$), which is described as "extensive." On the other hand, the statement "as a novice public elementary school teacher, one is willing to embrace his/ her changes in the organization" obtained the lowest mean value among the five (5) items ($\bar{x}=3.96$), which is described as "extensive." It also reveals that the overall mean value on the extent of the affective commitment of novice public elementary school teachers in terms of humility is 4.04, which is described as "extensive."

The study reveals that novice public elementary school teachers in Banaybanay District, Davao Oriental, often acknowledge their capacity for improvement and are willing to embrace organizational changes. This indicates a frequent demonstration of affective commitment in humility. This humility fosters effective collaboration and teamwork among teachers, as they are open to learning from their peers and recognizing others' knowledge and talents. Sezgin and Erdogan (2018) note that humble teachers show empathy and compassion for their students, fostering strong teacher-student connections and promoting students' social-emotional development, leading to improved academic performance and well-being. Similarly, Kwok, Kwong, and Wong (2022) find that teachers' humility positively impacts teacher-student communication and learning quality. The repeated observation of humility among novice teachers has significant implications for their professional practice, student outcomes, and overall school culture, as it promotes healthy relationships, inclusive practices, and a supportive learning environment where all students can thrive (Abbott et al., 2019).

4.2 Integration of Lifelong Learning Skills of Novice Public Elementary School Teachers

4.2.1 Motivation

Shown in Table 6 is the extent of integration of lifelong learning skills of novice public elementary school teachers in terms of motivation.

It reveals that the statement “as a novice public elementary school teacher, one ensures that learners understand the overall relevance of learning to the concepts being introduced” obtained the highest mean value among the five items ($\bar{x}=4.30$), which is described as “very extensive.” On the other hand, the statement “as a novice public elementary school teacher, one encourages learners to produce excellent outputs” obtained the lowest mean value among the five (5) items ($\bar{x}=3.97$), which is described as “extensive.” It also reveals that the overall mean value on the extent of integrating lifelong learning skills of novice public elementary school teachers in terms of motivation is 4.18, described as “extensive.”

Table 6. Integration of Lifelong Learning Skills of Novice Public Elementary School Teachers in terms of Motivation

No.	Statements	Mean	SD	Descriptive Equivalent
	<i>As novice public elementary school teachers, we...</i>			
1.	Encourage learners to produce excellent outputs	3.97	0.78	Extensive
2.	Embed the minds of the learners to learn from mistakes as one of the best lifelong learning skills	4.27	0.68	Very Extensive
3.	Set learning goals as a lifelong learning skills that strengthens the desire to learn	4.17	0.64	Extensive
4.	Ensure that learners understand the overall relevance of learning to the concepts being introduced	4.30	0.70	Very Extensive
5.	Create opportunities for social learning	4.20	0.65	Extensive
	Overall	4.16	0.69	Extensive

The study indicates that novice public elementary school teachers in Banaybanay District, Davao Oriental, consistently ensure that learners understand the relevance of learning concepts while encouraging them to produce excellent outputs, reflecting a frequent demonstration of motivation in integrating lifelong learning skills. Motivated teachers prioritizing lifelong learning skills create dynamic and engaging learning environments, catering to diverse learning styles and fostering deeper student engagement through innovative teaching techniques and technologies. This approach leads to increased academic performance and achievement. Ryan and Deci (2019) argue that motivated teachers, equipped with lifelong learning skills, adapt more effectively to curriculum and educational policy changes, valuing innovation and flexibility in their teaching approaches. Ilgaz and Eskici (2018) define motivation as the desire to accomplish a goal with the energy to strive for it, whether intrinsically or extrinsically driven. Integrating lifelong learning skills and motivation among teachers contributes to their professional development, student learning outcomes, and overall school success, empowering educators and students to thrive in an evolving educational landscape (Yilmaz & Kaygin, 2018).

4.2.2 Perseverance

Table 7 shows the extent of integrating lifelong learning skills of novice public elementary school teachers in terms of perseverance.

It reveals that the statement “as a novice public elementary school teacher, one teaches learners to find various options for resolving problems” obtained the highest mean value among the five items ($\bar{x}=4.39$), which is described as “very extensive.”

Table 7. Integration of Lifelong Learning Skills of Novice Public Elementary School Teachers in terms of Perseverance

No.	Statements	Mean	SD	Descriptive Equivalent
	<i>As novice public elementary school teachers, we...</i>			
1.	Teach learners to find various options for resolving problems	4.39	0.70	Very Extensive
2.	Give ample time for learners to make decisions	4.30	0.67	Very Extensive
3.	Help learners plan and consider time as a mechanism for productive endeavors	4.24	0.68	Very Extensive
4.	Create activities that develop learners’ ability to deal with setbacks and failure	4.27	0.61	Very Extensive
5.	Serve as model in completing the task and the project	4.15	0.80	Extensive
	Overall	4.27	0.69	Very Extensive

On the other hand, the statement "as a novice public elementary school teacher, one serves as a model in completing the task and the project" obtained the lowest mean value among the five (5) items ($\bar{x}=4.15$), which is described as "extensive." It also reveals that the overall mean value on the extent of integrating lifelong learning skills of novice public elementary school teachers in terms of perseverance is 4.27, which is described as "very extensive."

The study reveals that novice public elementary school teachers in Banaybanay District, Davao Oriental, consistently teach learners to explore various problem-solving options while serving as role models in task completion, reflecting a frequent demonstration of perseverance in integrating lifelong learning skills. These persistent teachers continually seek professional growth and development opportunities, experimenting with new teaching strategies, technology, and approaches to adapt to student needs and enhance learning outcomes. Demir and Doganay (2019) assert that teachers prioritizing lifelong learning serve as positive examples for their students, motivating them to persevere and develop qualities essential for academic and personal success. Deveci (2019) agrees that lifelong learning skills and perseverance enable teachers to adapt to changes in education and technology, demonstrating resilience and adaptability in their teaching approaches. Solmaz's (2018) findings support this, concluding that the integration of lifelong learning abilities and perseverance among elementary school teachers has significant implications for professional development, student outcomes, and overall school success, fostering a culture of resilience and lifelong learning that empowers both educators and students to achieve academic and personal success.

4.2.3 Self-Regulation

Shown in Table 8 is the extent of integration of lifelong learning skills of novice public elementary school teachers in terms of self- regulation.

Table 8. Integration of Lifelong Learning Skills of Novice Public Elementary School Teachers in terms of Self-Regulation

No.	Statements	Mean	SD	Descriptive Equivalent
	<i>As novice public elementary school teachers, we...</i>			
1.	Teach learners to consciously recognize their behaviors to remain calm and rational in most situations	4.19	0.79	Extensive
2.	Practice reflection to gain more control that develops a sense of calmness when negative thoughts arrive	4.35	0.81	Very Extensive
3.	Include a physical activity that gives a sense of control in learners' lives	4.32	0.74	Very Extensive
4.	Embrace the value of collaboration that strengthens the relationship among learners	4.37	0.79	Very Extensive
5.	Influence learners to practice positivity by celebrating small wins or when important goals are achieved	4.34	0.74	Very Extensive
	Overall	4.31	0.77	Very Extensive

It reveals that the statement "as a novice public elementary school teacher, one embraces the value of collaboration that strengthens the relationship among learners" obtained the highest mean value among the five items ($\bar{x}=4.37$), which is described as "very extensive." On the other hand, the statement "as a novice public elementary school teacher, one teaches learners to consciously recognize their behaviors to remain calm and rational in most situations" obtained the lowest mean value among the five (5) items ($\bar{x}=4.19$), which is described as "extensive." It also reveals that the overall mean value on the extent of integrating lifelong learning skills of novice public elementary school teachers in terms of self-regulation is 4.31, which is described as "very extensive."

The study suggests that novice public elementary school teachers in Banaybanay District, Davao Oriental, consistently prioritize collaboration among learners while teaching them to recognize and regulate their behaviors, reflecting a continuous demonstration of self-regulation in integrating lifelong learning skills. These self-regulated teachers design learning experiences tailored to their student's needs and interests, adapting teaching styles, offering support, and differentiating instruction to enhance engagement and achievement. Silverajah and Govindaraj (2018) argue that self-regulation fosters reflective practice in teachers, enabling critical analysis and informed decision-making to improve student outcomes. Solmaz (2019) notes that self-regulated teachers model self-regulation for students, teaching them to manage behavior, emotions, and learning processes independently, fostering autonomy and responsibility. Xiao and Yang (2019) speculate that consistent self-regulation among teachers has wide-ranging implications for professional development, student outcomes, and overall well-being, creating a supportive learning environment conducive to academic, social, and emotional growth for all school community members.

4.2.4 Curiosity

Shown in Table 9 is the extent of integration of lifelong learning skills of novice public elementary school teachers in terms of curiosity.

It reveals that the statement “as a novice public elementary school teacher, one motivates learners to keep going despite difficulties in academic requirements” obtained the highest mean value among the five items ($\bar{x}=4.47$), which is described as “very extensive.” On the other hand, the statement “as a novice public elementary school teacher, one stimulates learners’ interest by encouraging them to ask questions” and “one inspires learners to participate in curricular activities” both obtained the lowest mean value among the five (5) items ($\bar{x}=4.39$, respectively) which are described as “very extensive.” It also reveals that the overall mean value on the extent of integrating lifelong learning skills of novice public elementary school teachers in terms of curiosity is 4.42, described as “very extensive.”

Table 9. Integration of Lifelong Learning Skills of Novice Public Elementary School Teachers in terms of Curiosity

No.	Statements	Mean	SD	Descriptive Equivalent
	<i>As novice public elementary school teachers, we...</i>			
1.	Stimulate learners’ interest by encouraging them to ask questions	4.39	0.73	Very Extensive
2.	Inspire learners to participate in curricular activities	4.39	0.64	Very Extensive
3.	Motivate learners to keep going despite difficulties in academic requirements	4.47	0.68	Very Extensive
4.	Facilitate in asking questions that encourage learners to seek out their own answers for issues encountered	4.42	0.64	Very Extensive
5.	Listen actively to answers given by the learners	4.41	0.77	Very Extensive
	Overall	4.31	0.77	Very Extensive

The study indicates that novice public elementary school teachers in Banaybanay District, Davao Oriental, consistently motivate learners to persevere through academic challenges while stimulating their curiosity by encouraging questions and participation in curricular activities, demonstrating a continuous integration of lifelong learning skills, mainly curiosity. These teachers cultivate an inquiry-based culture in their classrooms, fostering intellectual curiosity and a thirst for knowledge that extends beyond traditional academic requirements. Cain (2019) finds that curious teachers engage students in critical thinking and problem-solving activities, challenging them to assess information from multiple perspectives and encouraging creativity and innovation in finding solutions. Demirel and Akkoyunlu (2018) affirm that curious teachers inspire creativity and innovation through open-ended inquiry and experimentation, fostering a classroom atmosphere conducive to student engagement and lifelong learning preparedness. Oudeyer and Lopes (2018) emphasize the importance of nurturing curiosity in teachers, as it enhances student engagement, critical thinking, and creativity, ultimately preparing students for lifelong learning success.

4.3 Relationship between Affective Commitment and Integration of Lifelong Learning Skills of Novice Public Elementary School Teachers

Presented in Table 11 is the test of relationship between affective commitment and integration of lifelong learning skills of novice public elementary school teachers in Banaybanay District, Davao Oriental.

Table 11. Relationship between Affective Commitment and Integration of Lifelong Learning Skills of Novice Public Elementary School Teachers

Variables	Mean	SD	R	R ²	Degree of Relationship	P-Value	Decision @ 0.05 Level
Affective Commitment	4.15	0.73	0.64	0.37	High	0.000	Reject H ₀
Integration of Lifelong Learning Skills	4.30	0.71					

It reveals that the relationship between affective commitment and integration of lifelong learning skills is high (R=0.64), and it is significant (p-value=0.000<0.05) at a .05 level of significance. It shows that affective commitment significantly influenced the integration of lifelong learning skills of novice public elementary school teachers. This implies that when the affective commitment of novice public elementary school teachers is always observed, their integration of lifelong learning skills would be high.

The study indicates that 37 percent (R²=0.37) of the variance in the integration of lifelong learning skills among novice public elementary school teachers in Banaybanay District, Davao Oriental, can be attributed to affective commitment, suggesting that affective commitment plays a significant role in fostering the integration of these skills. In comparison, other factors cause the other 63 percent. This finding implies that affective commitment promotes intrinsic motivation among novice teachers, fueling a genuine enthusiasm for teaching and a continuous desire for improvement. Qalehsari, Khaghanizadeh, and Ebadi (2018) emphasize the strong connection between affective commitment, teacher perseverance, and motivation, suggesting that affective commitment influences personal qualities, structural attributes, and job experiences. Fabelico and Afalla (2020) argue that dedication and loyalty, components of affective commitment, drive employees to accept challenges and remain committed to their organization, mainly when supported by the organization's spiritual synergy. Petrie et al. (2019) further assert that affective commitment enhances the integration of lifelong learning skills among elementary school teachers by promoting motivation for professional growth, resilience, positive teacher-student relationships, role modeling, and collaborative learning communities, highlighting its multifaceted impact on teacher development and student success.

4.3 Domains of Affective Commitment that Influenced the Integration of Lifelong Learning Skills of Novice Public Elementary School Teachers

Displayed in Table 12 is the test of influence of the domains of affective commitment that significantly influenced the integration of lifelong learning skills of novice public elementary school teachers in Banaybanay District, Davao Oriental.

Table 12. Domains of Affective Commitment that Influenced the Integration of Lifelong Learning Skills of Novice Public Elementary School Teachers

Domains of Affective Commitment	B	BE	Beta	T-Stat	P-Value	Decision @ 0.05 Level
Constant	2.104	0.317		6.636	0.000	Significant

Whole-Person Care	0.243	0.033	0.493	7.439	0.000	Significant
Transcendence	0.084	0.060	0.134	1.408	0.161	Not Significant
Temperance	0.003	0.076	0.003	0.039	0.969	Not Significant
Humility	0.195	0.063	0.272	3.099	0.002	Significant
Regression Model						
Integration of Lifelong Learning Skills= 2.104 + 0.243 (Whole-Person Care) + 0.195 Humility						
R= 0.64, R ² =0.37, F= 21.06, P-Value= 0.00						

It reveals that at a 0.05 level of confidence, whole-person care (B=0.243, p-value=0.000<0.05) and humility (B=0.195, p-value=0.002<0.05) significantly influenced the integration of lifelong learning skills of novice public elementary school teachers. It further shows that the model of integrating lifelong learning skills is fit (F=21.06, p-value=0.000<0.05). The signs of statistically significant domains of affective commitment (whole-person care and humility) are positive, indicating direct positive relationships with the integration of lifelong learning skills.

The study indicates that novice public elementary school teachers in Banaybanay District, Davao Oriental, who consistently demonstrate whole-person care, also exhibit high levels of integration of lifelong learning skills. This suggests that whole-person care encourages reflective practice among inexperienced teachers, fostering self-awareness and introspection critical for lifelong learning. Yildiz-Durak, Seferoglu, and Sen (2020) emphasize whole-person care on developing strong interpersonal skills and communication tactics, enabling teachers to connect with various stakeholders and creating a supportive network for lifelong learning. Moreover, Horan (2018) acknowledges that whole-person care encourages critical thinking and reflection, promoting ongoing growth and development. Similarly, the study finds that when novice teachers consistently observe humility, their integration of lifelong learning skills also tends to be high. Humility fosters openness to feedback and constructive criticism, facilitating reflection and self-improvement. Sezgin and Erdogan (2018) discovered that humble teachers engage in reflective techniques, contributing to developing lifelong learning abilities such as self-reflection and self-awareness. Additionally, Kwong and Wong (2022) reveal that humility is associated with a growth mindset, supporting qualities essential for lifelong learning like adaptation and perseverance. Abbott, Pelc, and Mercier (2019) affirm that humility promotes an openness to learning and development, allowing teachers to broaden their knowledge and skills continuously.

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