

Professional Development and Work Commitment Among Teachers in Manolo Fortich, Bukidnon

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ABSTRACT

Professional development and work commitment are crucial in shaping the effectiveness, satisfaction, and retention of teachers, particularly in public education. This study aimed to determine the level of professional development and work commitment among teachers in select districts of Manolo Fortich, Bukidnon, for the School Year 2024-2025. Specifically, it assessed teachers' professional development in terms of intellectual ability, self-development, and performance competence, evaluated their level of work commitment, and examined the significant relationship between the teacher's professional development and work commitment. A descriptive-correlational research design was employed, with data gathered using a researcher-made, patterned and modified questionnaire. The respondents comprised 164 elementary school teachers from select districts of the division of Bukidnon. Data analysis involved descriptive statistics such as frequency percentage mean and SD to describe the variable in the study. Pearson Product Moment Correlation(r) and F-Test were also utilized.

Findings revealed that teachers prioritized intellectual ability interpreted as very high based on their professional development, while self-development received the least emphasis. Regarding work commitment, affective commitment was the strongest work commitment factor interpreted as highly committed, whereas normative continuance was the lowest. A significant positive relationship was found between professional development and work commitment, particularly in performance competence and self-development. Significant differences in professional development and work commitment were noted based on training attendance and job position, while other demographic factors showed no significant influence. The study highlights the importance of continuous learning, structured self-development programs, and career advancement opportunities in enhancing teachers' commitment and professional growth. Schools are recommended to provide targeted training, mentorship, and career pathways to sustain teachers' engagement and dedication.

Keywords: professional development, work commitment

INTRODUCTION

Background of the Study

Professional development and work commitment have been critical elements driving performance, satisfaction, and retention of employees within organizations. As educational institutions become more in need of efficiency and innovation, investment in the professional growth of educators is an essential strat-

egy.

There are many reasons why this area needs research. First, even if, as in the case of the (DepEd Order No. 42, series of 2017), which underlines professional development in a teacher's life, it is not sure if those programs are sufficient to align with teachers' needs and impact on commitment to the profession. Second, the teacher's commitment is an important step to address teacher retention as it is one of the long-standing problems in the Philippines, particularly in the rural and underserved regions.

One pertinent DepEd order that promotes professional growth is (DepEd Order No.42, series of 2017), which implements the Philippine Professional Standards for Teachers. As a result of the implementation of professional standards as an integrated framework for teacher development and performance evaluation, educators are encouraged to participate in ongoing learning and professional development activities to enhance their competences and instructional strategies. Another significant study that support the teachers' professional development and teaching quality is described in (DepEd Order No. 30, series of 2021). Moreover, according to (DepEd Order No. 32, series of 2020), "professional development opportunities are essential for teachers to improve their teaching practices and competencies." Although this is so, there is still a wide gap between the number of professional development programs available and the number of teachers who engage in them. Further, studies have shown that effective professional development leads to higher work commitment among teachers.

Hence, professional development and work commitment among teachers in Manolo Fortich, Bukidnon has been indispensable to research the effectiveness of professional development on teaching work commitment. The main objective of this study is to determine the level of professional development and work commitment among teachers in selected districts of Manolo Fortich, Bukidnon for the School Year 2024–2025. To provide insights that can inform policies and programs to support teacher effectiveness and stability in the education system and contribute to more effective policy and program formulation that helps not only enhance the teaching quality but also the firmness of the educator's commitments.

Literature and Related Study

Respondents' Profile

Age

It is evidently seen from various research and studies within the learning domain that due to age factors, the learning preference and learning style get affected. In that regard, Johnson and Lee (2022) also found a difference among people of varying ages and different learning needs, especially relating to whether they need much collaborative, technology-intensified environments or well-stratified and conventional processes.

One study that supports the concept that novice and veteran teachers possess different types of preferences for professional development (PD) is the study that was carried out by Nitalinawati (2020). Her study showed that new teachers preferred PD activities that offered knowledge on school policy, reforms, and application of the most advanced technology in education. Experienced teachers, on the other hand, preferred activities that enabled them to enhance and advance their current teaching practices, emphasizing areas like classroom management and pedagogical techniques. Both groups concluded that time management was a significant consideration for the effectiveness of PD programs.

A study by Gimbert and Kapa (2022) supports the notion that well-designed professional development programs have the potential to increase teachers' job satisfaction, career duration, and commitment, especially among mid-career teachers. Their research emphasized that quality opportunities, combined

with supportive working conditions and career advancement opportunities, are key to retaining veteran teachers. Without such support, veteran teachers can suffer from burnout or disengagement, which can have a negative effect on their commitment to teaching.

Civil Status

The correlation between civil status and PD engagement was examined in a study by López and Perez (2020) the study found that married teachers with children had lower PD engagement because of family responsibilities and lack of time. Married teachers with children tended to prioritize family over professional growth, resulting in less frequent enrollment in PD programs. Single teachers, on the other hand, were found to participate more often in PD activities, citing flexibility in their schedules as a main reason for increased participation.

The study of Garcia and Torres (2022) discovered that married teachers had a greater sense of responsibility to work because of family commitments, which made them more committed to their job. Nevertheless, single teachers exhibited greater intrinsic motivation and job satisfaction, as they were more likely to value their career development and professional growth. However, Valencia et al., (2023) conducted a study on the difficulties and experiences of divorced or separated teachers and their work commitment. The study concluded that divorced teachers were more prone to emotional stress, which at times resulted in lower work commitment.

Position

The commitment of classroom teachers depends on the job satisfaction of the professionals, professional efficacy, and support from colleagues and school leaders. Such teachers are expected to commit more to their teaching obligations who have high-quality PD that can directly solve problems in the classroom and fulfill their professional needs Collie et al., (2019). Research has also found that teachers serving in leadership capacities such as department chair, team lead, or mentor report learning about PD differently than classroom teachers. A study by Kang and Lee (2021) found that teachers in leadership positions were more likely to take part in PD opportunities and found them to be more valuable. This finding is supported by Harris et al., (2019), who found that teachers who took on leadership roles fostered greater commitment to work. Teachers who held leadership roles were more likely to view PD activities as being aligned with their professional objectives, leading to greater overall job satisfaction. teachers' work commitment remained high regardless of their educational attainment levels, suggesting that factors other than formal education contribute significantly to their professional dedication Baog et al., (2021).

Teaching Experience

Each teaching experience is crucial in the construction of professional identity and commitment for the teacher. According to Low (2022), differences in levels of commitment to work exist between teachers at varying stages of their careers owing to factors such as a good working relationship, professional dignity, and opportunities for growth. For instance, novice teachers need more support, both professionally and through development, to increase commitment than the experienced educators, who have perhaps had established networks and confidence in their job while experienced teachers have a greater sense of professional identity that is an essential factor to sustain them when things are not so smooth.

Highest Educational Attainment

A teacher's educational level plays an important role in how much they participate in professional development. Research indicates that teachers with higher education participate more in PD. Yoo and Jang (2022) carried out a study of teachers' involvement in PD across various education systems and discovered that teachers with higher levels of education such as a master's degree or above were more likely to

participate in PD programs. Kang and Lee (2021) discovered that higher education typically results in stronger commitment to work, particularly when educators believe that PD is meaningful for their professional and academic development. Teachers holding a master's degree tend to display higher professionalism, which is linked to their interest in their professional career.

Number of Trainings/ Seminar Attended

The authors of a study by Chavez et al., (2020) investigated how the number of PD activities such as training, seminars, and workshops affected teacher motivation. The findings from the study indicated that teachers who participated in more professional development activities reported feeling more motivated to enhance their teaching skills and show commitment to their practice. This agrees with Pineda and Cruz (2021), who explored how PD seminars affected teacher intrinsic motivation. The research indicated that teachers who went through PD programs with high-frequency content (5-6 activities a year) felt they were learning new knowledge and skills, which enhanced their sense of competence and autonomy. This also led to increased work commitment.

Martinez and Reyes (2022) conducted a study on the correlation between PD attendance and teacher retention within public schools. The research concluded that teachers who participated in a greater number of PD events (4-6 per year) were more likely to stay longer in the teaching profession. Conversely, teachers who participated in fewer PD events, or those with limited opportunities for professional development, had greater intentions to quit the profession. They determined that an intermediate frequency of PD (3-4 times per year) is optimal for developing teacher retention and long-term job commitment.

Professional Development

Professional development is now becoming a highly significant part of educational outcome enhancement. According to Tan et al., (2019) that PLCs, as a form of professional development, foster a collaborative learning environment within schools. By engaging in shared practices and continuous improvement efforts, teachers enhance their individual and collective efficacy, which in turn positively impacts student achievement. According to Parker et al., (2021), long-term teacher engagement and effectiveness are dependent on personalization within PD. It provides teachers with the freedom to pick up topics relevant to them, the pace, and the format of learning to enhance the relevance and applicability of professional learning experience.

In the study of Yongao (2019) which centered on the nature of PD practices utilized among elementary school teachers. It may be in the form of workshops, seminars, peer collaboration, and coaching which may be formal or informal. He also noted that there are significant differences in program quality. Some programs are well organized and effective, while others do not offer the required support or applicability to the environment.

Intellectual Ability

McKinney et al. (2020) also highlighted the importance of personalized PD in service of individual career goals, which further boosts the knowledge of teaching practices. This fact is mainly achieved through technology, which provides opportunities for more flexibility and learner-centered situations, such as on-line courses and virtual coaching and customized workshops. Good PD programs aim to improve pedagogical practice as well as the intellect of teachers. As observed by Sherly (2020), research indicated that skills-based PD among teachers develops cognitive ability and enhances the effectiveness of the teacher. Also, a study by Desmone et al., (2020) explored how PD that promotes teacher's agency, autonomy, and empowerment enhance problem-solving skills. Teachers who are empowered through PD

programs that focuses on self-directed learning, inquiry-based methods, and reflective practices are more adept at solving classroom challenges. Jansen et al., (2020) found out that teachers with higher cognitive competencies showed a greater need to carry out challenging PD activities more frequently by pursuing opportunities that best match their intellectual interests.

According to Borko et al., (2021), it has either nothing to do with some educators or is too complicated to understand and participate in. The argument for these authors is that addressing the barriers in terms of targeted assistance and differentiated PD provides an incentive for inclusivity. Studies also have indicated that higher cognitive skills in teachers translated to better understanding and retention of complex instructional strategies. Thus, cognitive diversity becomes important while designing the programs. While the present-day literature emphasizes the necessity of intellectual ability in the process of developing critical thinking and problem-solving skills through PD. According to Liang and Zhang's (2022) findings, teachers with more intellectual abilities are likely to engage in reflective practices and, consequently, modify their strategies. This adaptability is needed to implement changes in instructional practice that can eventually result in improved learning for students.

Self-Development

The bond of professional development and self-development has significantly increased within the realm of education. According to Cedefop (2019), emphasis has been placed on self-directed learning as an essential aspect of professional development, in which a PD program demonstrating qualities of autonomy and self-assessment encourages individuals to find out their personal needs for learning and thus enhance their professional competencies. Ertmer and Ottenbreit-Leftwich (2019) discuss the integration of technology into PD and their implications on self-development. This study provides results on the flexibility and accessibility of online learning platforms in accessing diverse resources for professionals in terms of self-paced learning towards their interests and needs. Smith and Thompson, (2021) among the most basic items to be considered in PD programs are setting up goals. Professionals who set specific, measurable goals are more likely to feel self-motivated and achieve successful results. An effective way of facilitating this process is through a personal development plan called PDP.

Performance Competence

Darling-Hammond et al., (2020) conducted an in-depth review of the PD programs and their consequences for teacher performance. According to them, sustained PD with high quality significantly enhances the instructional practices of the teachers, which in turn improves student performance and increases teacher competence.

Rabano and Callo (2020) emphasize the importance of aligning professional development programs with performance standards to enhance educators' competence and commitment. Thereby, enhancing their overall competence and commitment to their profession. One of the most crucial roles of mentoring, according to Cavanagh (2021), is the development of performance competence. This suggests that mentorship results in focused assistance and feedback as mentees assess and improve their talents. Taytay and Corpuz's (2024) study found that a higher level of IPBT is linked to greater professional competence among instructors.

Work Commitment

Teachers who participate in ongoing professional development activities ,like training and workshops, have higher levels of affective commitment. Higher commitment levels are linked to better job satisfaction and less plans to leave the company (Corpuz & Garcia, 2021). It has been the core theme of organizational

behavior research studies to emphasize the relationship between job satisfaction and work commitment. Ali and Ahmed (2021) reinforce the concept that an employee's satisfaction regarding the job role, compensation, benefits, and job opportunities related to career growth positively relates to organizational commitment, especially to affective commitment. Work-committed employees have usually been regarded as one if they show satisfaction toward their job; in fact, they feel responsible, taking ownership of their organization. In the study of Wabe (2022), teachers who manages their time ,completes their task ,has a good attitude /behavior ,good working habits and beliefs showed high commitment to their work. Furthermore, it is also of interest to note that job insecurity, which is generally linked to economic recession or organizational restructuring, decreases work commitment. As Ng and Sorensen (2022) explained, such employees in the conditions of job insecurity are more likely to develop continuance commitment than affective commitment; this is generally because of their perceived need to continue due to having no other job options.

Affective

According to Mañas-Rodriguez et al., (2020) affective commitment has a considerable impact on employee loyalty and lessen their intent to leave. They concluded that transformational leadership strengthens employee engagement and affective commitment which consequently diminishes turnover intentions-verifying the contention of Meyer and Allens model that affective commitment is the key to employee retention. Research shows the positive correlation between affective commitment and work commitment. For instance, Javed et al. (2020) opine that employees who have a high level of affective commitment develop an organizational commitment that further enhances job performance. Their results suggest that a better work environment can promote the affective tie of employees toward their organization. Moreover, Ahmed et al., (2020) explained that when employees feel that they belong to the values and goals that obtain in an organization, they are likely to have a stronger affective commitment, which will ultimately affect job satisfaction and productivity. Kovacs et al., (2021) further explained that organizations exhibiting an open, flexible, and inclusive culture-one that promotes effective communication, collaboration, and the well-being of workers-exhibit higher levels of work commitment among employees than rigid cultures typified by hierarchy.

Affectively, leadership styles greatly affect commitment. Research on the role of transformational leadership in building affective commitment among employees working in the IT industry Dutta & Khatri (2021). It showed that leaders who inspire and motivate their teams are better with an emotional attachment that would reflect higher levels of commitment at work. Leadership will determine the attachment that a worker has for the place of work.

The working environment is still another factor affecting affective commitment. The study done by Khan et al., (2022) represents that an open communication manner and recognition culture at the working place are believed to be a significant encouragement to strengthen the positive affective commitment of employees. Further, recent research work associates affective commitment of employees to their well-being. A study conducted by Wu et al., (2023) reveals that high affective workers have minimum levels of psychological stress and burnout leading to high quality mental condition. It implies that affective commitment would both ensure the profit of organizations for better mental health of all employees, as well as enhance the overall quality of employees' lives.

Normative

Normative commitment is the state in which an employee is willing to stay with an organization because of a sense of obligation Johar et al., (2019). A study by Sinaga and Lumbanraja (2019) highlighted the

fact that normative commitment has a positive effect on the performance of an employee. According to them, an employee who believes that his commitment is a moral obligation will perform more and give his best towards the work assigned because that is what the employee considers a moral obligation.

Kalitanyi (2022) has investigated the normative commitment and turnover intentions of South African university employees. It is found that though normative commitment reduces turnover intentions, it may lead to dissatisfaction in case of feeling oneself caught in the trap of obligations. Also, Harunavamwe et al., (2021) found that employees who have engaged in self-leadership are more likely to be committed to staying with their organization since loyalty to them is a personal value. This means that developing self-leadership will enhance normative ties within the workforce. Moreover, Javed et al., (2020) found out that an employee of a higher normative commitment level is less likely to leave the organization because this individual feels a moral obligation to contribute. This fact thus emphasizes the need on the part of organizations for building loyalty and ethical values within themselves. Employee's well-being and its relationships with normative commitment were also under study. In general, Wu et al., (2023) states that employees with a large amount of normative commitment have higher job satisfaction scores and lower stress. Employees who feel that an organization has a right or moral claim to their person are more likely to enjoy positive work-related thoughts/feelings and higher positive mental health. Leadership styles contribute to normative commitment. A report by Dutta and Khatri (2021) on the effects of ethical leadership on normative commitment is researched. According to their findings, ethical leaders develop a culture of trust and fairness at work, and employees perceive greater obligations to the organization.

Continuance

It is regarded as one of the most significant factors that influence retaining employees in an organization. Javed et al., (2021) discovered the relationship between continuance commitment and turnover intention. According to their results, people with high continuance commitment had less chance of leaving the organization regardless of not having high job engagement and dissatisfaction with jobs. The degree to which employees become connected to jobs and organizations is considered an important variable influencing continuance commitment; job embeddedness has become the label of this dimension. According to Crossley et al., (2020), there is an increased sense of perceived cost when an individual leaves an organization as the sense of job embeddedness is enhanced. Hence, their work recommends organizations cultivate deeper roles with the workforce to foster retention. Moreover, Ezeanya and Ezeanya (2019) highlighted that perceived organizational support plays a significant role in fostering continuance commitment. This indicates that even when employees remain with an organization for practical reasons like job security or financial benefits, feeling supported can enhance their commitment level. Although continuance commitment may help with retention, it has some adverse effects on the well-being of employees. Wu et al., (2023) established this relationship and showed that employees with high levels of continuance commitment are more likely to have high levels of stress and low job satisfaction. This implies that employees may stay in a job based on perceived costs, but their mental health will deteriorate, hence there is a need for the organization to work on both commitment and well-being.

Normative Continuance

Wang, Lee, and Chen (2021) did concentrate the significance of both elements on the context of teacher job satisfaction and leaving intentions. Although it was noted that normative commitment tended to be very relevant to job satisfaction, continuance commitment was more frequently associated with lower levels of job satisfaction and emotional exhaustion. Teachers who have a high degree of continuance

commitment-being in the profession for 'externally driven' reasons such as economic security, although apparently disillusioned or burnt out, were less likely to exit the profession.

This discussion of the two commitments emphasizes the point that efforts toward better teacher retention, job satisfaction, and higher commitment should consider both intrinsic motivation the development of normative commitment-and continuance commitment arising from external constraints Meyer et al., (2020). Building a supportive work environment and practical needs of teachers would reduce the ill effects of continuance commitment and enhance the positive effect of normative commitment.

Theoretical Framework

In examining the relationship of professional development and work commitment, Human Capital Theory developed by Gary Becker (1964) provides a very important perspective in professional development and work commitment. According to this theory, investments in education, skills, and training of employees enhance their productivity and value within the organization. Professional development is, therefore, considered an investment in human capital that improves the competencies of employees, hence making them more capable and confident in their roles. The employees would be satisfied with their jobs and therefore more committed to work when they believe that these investments are useful for their personal and professional development. Human Capital Theory from the perspective of work commitment posits that those employees who perceive that their skills and abilities are appreciated are likely to develop strong affective ties to the organization, which will result in affective commitment. It ties the commitment to a feeling of loyalty, as employees work hard to help the organization succeed because they believe that their growth is in tandem with the goals of the organization. Thus, human capital investment through professional development enhances both individual competence and organizational commitment, creating a cycle of continuous improvement and engagement.

Statement of the Problem

This study aimed to determine the level of Professional Development and Work Commitment among teachers in selected Districts of Manolo Fortich, Bukidnon, School Year 2024-2025.

It specifically answered the following questions:

1. What is the profile of the respondents in terms of age, civil status, position, teaching experience, highest educational attainment and number of trainings/seminars attended?
2. What is the level of respondents' professional development based on intellectual ability, self-development, and performance competence?
3. What is the level of respondents' work commitment with regard to affective, continuance, normative and normative continuance?
4. Is there a significant relationship between the respondents' professional development and work commitment?
5. Is there a significant difference in the respondents' professional development and work commitment when grouped according to their profile?

Hypothesis

Problems 1, 2 and 3 were Hypotheses-free. On the basis of Problems 4 and 5, the null hypothesis was formulated and tested at 0.05 level of significance.

H_{01} : There is no significant relationship between the respondents' professional development and their wo-

rk commitment.

H_{O2} There is no significant difference in the respondents' professional development and work commitment when grouped according to their profile.

Scope and Limitations

This study is focused on professional development and work commitment of teachers in selected Districts of Manolo Fortich, Bukidnon during School Year 2024-2025. The respondents of the study were the one hundred sixty-four (164) public elementary school teachers handling K to 6 classes in the aforesaid Division.

The moderating variables are limited to respondents' profile in terms of age, position, teaching experience and highest educational attainment. The independent variables are limited to professional development in terms of intellectual ability, self- development and performance competence. Moreover, the dependent variables are limited to work commitment based on affective, continuance, normative and normative continuance.

MATERIALS AND METHODS

Research Design

This study utilized the descriptive-correlational method of research to examine and describe the relationships between two or more variables without manipulating them. This approach seeks to identify patterns or relationships that naturally occur in the variables being studied (Creswell, 2014). This design captures the current state of professional development and work commitment within schools by explaining how relationship between Professional Development effects the work Commitment among teachers. Structured questionnaires administered to teachers provide researchers with quantitative data about their experiences. The correlational aspect of this design is to find a relationship between teachers' professional development and work commitment.

Research Setting

The study was conducted in the public schools in selected districts of Manolo Fortich, Bukidnon particularly in the Districts I and IV. Manolo Fortich I is composed of small, mediums to large schools. The schools namely: Manolo Fortich Central Elementary School, Dicklum Elementary School, Lingion Elementary School, and Sto Niño Elementary School. Each of the schools differs in size, containing both medium and large institutions, which gives a diversified context for the study of the relationship of Professional Development and work commitment of the teachers. Whereby, Manolo Fortich IV has similar school sizes such as the Maluko Central Elementary school, Dalirig Elementary School, Santiago Integrated School, and Guilang-guilang Integrated School. The following schools listed would allow a wide examination of the professional development and work commitment of teachers in the differing educational settings.

Research Respondents

The respondents of the study were the one hundred sixty-four (164) elementary school teachers in the selected districts of Manolo Fortich, Bukidnon. They were the selected teachers from kindergarten to Grade 6 currently teaching in medium and large schools of the two (2) districts of Manolo Fortich Division of Bukidnon.

Sampling Technique

In this study, the researcher used Slovin's formula to arrive at the desired number of respondents which is one hundred sixty-four (164). This formula works to make sure that the sample is an accurate representation of the whole population by striking a balance between precision and convenience. Further, stratified random sampling technique is used to get the appropriate number of respondents in every school. This method ensured that every school was represented proportionally in the sample. Furthermore, simple random sampling is utilized to obtain the number of respondents by grade level. This blend of methods assisted in obtaining a representative and accurate sample for the study.

Research Instrument

The instrument that was used in gathering the needed data was a questionnaire composed of three parts. Part I of the questionnaire dealt on the respondents' profile such as age, position, teaching experience, and highest educational attainment.

Part II dealt on the teachers' professional development in terms of intellectual ability, self-development and performance competence. The researcher patterned the terms from Eurasian Journal on Educational Research study titled, "The Effect of Professional Development, Innovative Work and Work Commitment on Quality of Teacher Learning in Elementary Schools of Indonesia", (Asiyah et al., 2021).

Part III elicited on the teachers work commitment based on affective, continuance, normative and normative continuance. This term was patterned from a three-component conceptualization of organizational commitment by Allen and Meyer (1997). The researcher modified the three-component conceptualization of organizational commitment of Allen and Meyer by adding another component which was normative continuance, a combination of the two components normative and continuance. Each variable has ten (10) indicators with the options :4 – Strongly Agree, 3 – Agree, 2 – Disagree and 1 – Strongly Disagree

Validity and Reliability of Instrument

For content validity of the questionnaire, experts were asked by the researcher to review judgement on the appropriateness, adequacy, and suitability of the instrument. These experts consisted of two (2) school heads, one (1) head teacher and a grammarian. Further, the instrument was tried out to thirty (30) teachers in select district in Manolo Fortich, Bukidnon on December 17, 2024. These were teachers with similar characteristics to those of the final respondents, but they did not participate in the actual study. Apart from that, Cronback alpha was used to test the reliability of the instrument. Wherein, the result showed that the instrument was dependable, as evidenced by an overall Cronbach's alpha value of 0.886.

Data Gathering Procedure

The researcher secured a letter of permission, clearances and documents acquired from the Dean of Graduate Studies to be given to the Public Schools District Supervisor of Manolo Fortich I and IV, (Manolo Fortich Central ES, Ligion ES, Dicklum ES, Sto Niño ES, Maluko ES, Dalirig ES, Santiago IS, Guilang-guilang IS). The researcher then visited the above-mentioned schools and presented the copy of the approved letters to conduct the study to the principal of each school.

The data collection included the distribution of a questionnaire to selected schools and distribute it to the teachers of the target population with explicit instructions to ensure their active participation in the survey. The respondents were given ample time to complete the questionnaire at their own pace. Data collection

was conducted one week after the administration of the questionnaire in a way that respondents had an opportunity to give more accurate, deliberate responses.

Statistical Treatment

Having collected and recorded the data gathered in the study, the researcher used the following statistical tools:

Descriptive statistics such as frequency percentage, mean and standard deviation was used to describe the variables in the study. Inferential statistics such as Pearson Product Moment Correlation was used to determine the significant relationship between teachers' professional development and work commitment and each of their profiles. Moreover-test and F-test were utilized to test the significant difference in the respondent's professional development and work commitment when grouped according to their profile.

Ethical Consideration

In the study of professional development and work commitment among teachers in Manolo Fortich, Bukidnon. Some ethical considerations must be required to ensure the research integrity and participants rights are protected. This would involve informed consent in ensuring the individual is informed about the purpose of the study, procedures involved, as well as potential risks and benefits associated with participation and is given the right to withdraw at any time from the research without any consequences. All the data collected were kept confidential, and anonymized identifiable information in reports.

The researcher respected the participants' experiences and have the sense of sensitivity to the cultural context involved. Furthermore, the design of the study should not harm participants; researchers should be prepared to offer support if sensitive topics arise. All means of reporting methods and results should be transparent and proper and most importantly, submitted for review to the ethics committee or institutional review board in terms of ethics consideration, all these for the rights of participants dignity. Considering these make the study stand up for the protection of participants' rights in dignity, while contributing new insight to the study on professional development and work commitment among teachers in Manolo Fortich, Bukidnon.

RESULTS AND DISCUSSION

Results

Problem 1. What is the profile of the respondents in terms of age, civil status, position, teaching experience, highest educational attainment and number of trainings/seminars attended?

Table 1
Distribution of Respondents' Profile in terms of Age

Category	Frequency	Percent
50 years old & above	39	23.78
45-49 years old	17	10.37
40-44 years old	24	14.63
35-39 years old	26	15.85
30-34 years old	28	17.07
29 and below	30	18.29
Total	164	100.00

Table 1 shows the distribution of respondents' profile in terms of **age**. The respondents, with 39 (23.78%), fell within the age range of 50 years old and above. This means that many teachers in the selected districts had been in the profession for a long time and have gained significant experience in teaching. Their long years in the field also mean they had attended various training and professional development programs, which have improved their teaching methods. However, as they neared retirement, they might have faced challenges in adapting to new teaching trends and technologies, which were becoming essential in education. Schools need to provide continuous training to keep them updated and engaged. Their knowledge and expertise could be shared with new teachers to ensure quality education for students. This highlights the importance of balancing experience and younger teachers in schools to maintain high teaching standards.

The significance of age in professional development and work commitment has been widely studied. A study by Gimbert and Kapa (2022) emphasized that quality PD opportunities, combined with supportive working conditions and career advancement opportunities, are key to retaining veteran teachers. Without such support, veteran teachers can suffer from burnout or disengagement, which can have a negative effect on their commitment to teaching. Therefore, professional development tailored to the unique needs of teachers at different ages and career stages is crucial for fostering long-term job satisfaction and retention. In terms of age, the data reveals that only 17 (10.37%) belong to 45-49 years old age range. This indicates that fewer teachers remain in the profession during those years, possibly due to career shifts, early retirement, or other personal reasons. At that stage, teachers might have also face increase responsibilities outside of work, such as family obligations, which have affected their commitment to teaching. Some might have sought other job opportunities with better pay or lighter workloads, leading to a lower number in that age group. This situation may have created a gap in the teaching workforce, where experienced teachers were nearing retirement, but there are not enough mid-career teachers to take on leadership roles. Johnson and Lee (2022) found that learning preferences and styles are influenced by age, affecting how teachers engage with professional development. Mid-career teachers may require structured professional growth opportunities that balance traditional and technology-driven teaching methods. Nitalinawati (2020) highlights that teachers in different career stages benefit from tailored professional development programs, with younger teachers preferring structured learning while experienced educators seek reinforcement of existing practices.

Table 2
Distribution of Respondents' Profile in terms of Civil Status

Category	Frequency	Percent
Single	33	20.12
Married	122	74.39
Separated	2	1.22
Widowed	7	4.27
Total	164	100.00

Table 2 shows the distribution of respondents' profile in terms of **civil status**. The most number of respondents, with the frequency of 122 (74.39%), are married. This means that elementary school teachers in Manolo Fortich, Bukidnon, balance both their professional and family responsibilities. Being married

might have influenced their work commitment as they strived to provide for their families and secure a stable career. Married teachers might also have developed a deeper sense of responsibility, leading them to seek professional growth opportunities to ensure job security and career advancement. However, the demands of both work and family could also have created stress, which might have affected their ability to participate in professional development activities.

The study by López and Perez (2020) found that married teachers with children had lower professional development engagement because of family responsibilities and lack of time. Married teachers with children tended to prioritize family over professional growth, resulting in less frequent enrollment in professional development programs. Single teachers, on the other hand, were found to participate more often in professional development activities, citing flexibility in their schedules as a main reason for increased participation.

In terms of civil status, the result reveals that 2 (1.22%) belongs to separated category which obtained the lowest frequency. This indicates that very few elementary school teachers in Manolo Fortich, Bukidnon, are separated, which could have been influenced by cultural, religious, or personal values that prioritized long-term marital commitments. Teachers who experienced separation might have struggled with stress and emotional distress, which can reduce their engagement in professional development activities. On the other hand, some separated teachers might have seen career growth to regain stability and independence, pushing them to work harder and seek more learning opportunities.

In the study conducted by Valencia et al. (2023) concluded that separated teachers were more prone to emotional stress, which at times resulted in lower work commitment. The emotional strain from their personal lives influenced their energy and concentration at work, especially in engaging in professional development activities.

Table 3
Distribution of Respondents Profile in terms of Position

Position	Frequency	Percent
Master Teacher 2	0	0
Master Teacher 1	3	1.83
Teacher 3	22	13.41
Teacher 2	31	18.90
Teacher 1	108	65.85
Total	164	100.00

Table 3 shows the distribution of respondents' profile in terms of **position**. Most respondents, with the frequency of 108 (65.85%), held the position of Teacher 1. This means that elementary school teachers in Manolo Fortich, Bukidnon are still in the early stages of their teaching careers or had not yet been promoted. One possible reason for this was the strict requirements for promotion, such as years of experience, additional education, and performance evaluations. Many teachers might not have had the time or resources to pursue further studies or meet these requirements while balancing their teaching responsibilities. Another reason could have been the limited availability of higher positions in the schools, making it difficult for teachers to move up the career ladder. If many teachers remain in the same position for a long time, it can affect their motivation and commitment to their work.

This aligned with the findings of Collie et al., (2019) emphasized that teachers' commitment depends on job satisfaction, professional efficacy, and support from school leaders and colleagues. Providing high-quality professional development that directly addresses classroom challenges and professional needs enhances teachers' motivation and commitment to their teaching responsibilities.

As to the position, the lowest number of respondents came from the Master Teacher 1 category, with the frequency of 3 (1.83%) respondents. This shows that only a small percentage of teachers have reached an advanced level in their careers. One possible reason for this is the high standards and strict qualifications required for promotion to Master Teacher. Teachers needed to complete advanced degrees, attend numerous training sessions, and demonstrate outstanding performance in teaching. Another possible reason is that there are very few Master Teacher positions available in schools, making competition for these roles very tough. As a result, many experienced teachers might have chosen to stay in lower positions rather than go through the difficult promotion process. The low number of Master Teachers might have also affected the professional development of younger teachers since there were fewer mentors to guide them.

This was supported by Harris et al., (2019) who found that teachers who took on leadership roles, such as professional development facilitators, fostered greater commitment to the work because of the back-and-forth nature of their job in the sharing of information and the mentoring of others.

Table 4
Distribution of Respondents' Profile in terms of Teaching Experience

Category	Frequency	Percent
15 years and above	47	28.66
10-14 years	42	25.61
5-9 years	54	32.93
4 years and below	21	12.80
Total	164	100.00

Table 4 shows the distribution of respondents' profile in terms of **teaching experience**. The most respondents, with the frequency of 54 (32.93%), had 5-9 years of teaching experience. This group represents a level of teaching expertise that allows teachers to establish a solid understanding of their students' needs, classroom management, and subject knowledge. Teachers in this category are likely to have gained a certain level of confidence in their profession. Teachers with this amount of experience are often more open to new ideas and training programs as they look to further refine their teaching styles. The implication of this finding suggests that professional development programs are particularly beneficial for teachers in this experience bracket, as they were likely to be in a stage where they were refining their teaching methods but might still have benefit from learning new techniques.

This finding aligned with Low (2022), emphasized that teachers with more experience tend to develop a stronger professional identity, which helps them sustain them in challenging situations. Additionally, experienced teachers often have greater confidence and established networks, allowing them to navigate their profession more effectively. Their motivation for growth and commitment is closely linked to their accumulated expertise and the support systems available within their schools.

As to teaching experience, the lowest number of respondents came from 4 years and below category, with frequency of 21 (12.80%). Teachers who are relatively new to the profession might still have been in the process of adjusting to the demands of teaching. Additionally, new teachers might have felt they were not yet ready to commit to additional professional development programs until they felt more settled in their roles. This suggests that early-career teachers need more targeted support to help them navigate the initial years of teaching.

This is consistent with Low (2022), highlights that novice teachers require more professional and developmental support to strengthen their commitment to the profession. Unlike their experienced counterparts, early-career teachers may struggle with workload and the absence of strong professional networks, which can impact their motivation and retention. Ensuring structured support and mentorship programs can enhance their professional identity and long-term engagement in teaching.

Table 5
Distribution of Respondents Profile in terms of Highest Educational Attainment

Category	Frequency	Percent
Doctorate Degree	0	0
With Doctorate Degree Units	2	1.22
Master's degree	18	10.98
With Master's Degree Units	67	40.85
Bachelor's Degree	77	46.95
Total	164	100.00

Table 5 shows the distribution of respondents profile in terms of **highest educational attainment**. Most of the respondents, with frequency of 77 (46.95%), have a Bachelor's Degree. This means that most elementary teachers in Manolo Fortich, Bukidnon, started their teaching careers with a basic college degree and might not have pursued further studies. One reason for this could have been the financial cost of continuing education, as earning a master's or doctorate degree requires significant time and money. Teachers might have also prioritized their teaching responsibilities and personal commitments over further studies. If most teachers did not pursue higher education, this might have affected their ability to advance in their careers and improve their teaching methods. It might also limit their opportunities for promotions or salary increases, which are often based on qualifications. However, this did not mean they are not committed to their work. Many teachers still underwent training and seminars to improve their skills, showing dedication to their profession.

Kang and Lee (2021) discovered that higher education typically results in stronger commitment to work, particularly when educators believe that PD is meaningful for their professional and academic development. Teachers holding a master's degree tend to display higher professionalism, which is linked to their interest in their professional career. However, teachers' work commitment remained high regardless of their educational attainment levels, suggesting that factors other than formal education contribute significantly to their professional dedication (Baog et al., 2021).

In terms of highest educational attainment, the result reveals that Doctorate Degree Units category, with only 2 (1.22%) respondents obtained the lowest frequency. This shows that very few elementary teachers have reached the highest level of academic qualification. One reason for this might have been that

doctorate degrees were not usually required for teaching at the elementary level, making teachers less motivated to pursue them. The time and effort needed to complete a doctorate degree while managing teaching responsibilities could also have been challenging. The lack of support or scholarship opportunities for higher education might have also discouraged teachers from enrolling in doctorate programs.

According Yoo and Jang (2022) carried out a study of teachers' involvement in PD across various education systems and discovered that teachers with higher levels of education such as a master's degree or above, were more likely to participate in PD programs.

Table 6
Distribution of Respondents Profile in terms of Number of Trainings/ Seminars Attended

Category	Frequency	Percent
5 and above	97	59.15
4	8	4.88
3	24	14.63
2	20	12.20
1	11	6.71
0	4	2.44
Total	164	100.00

Table 6 shows the distribution of respondents profile in terms of **number of trainings/ seminars attended**. Most of the respondents, with the frequency of 97 (59.15%), have attended Five or More trainings/seminars. This means that most elementary teachers in Manolo Fortich actively join professional development activities to improve their skills and knowledge. Attending multiple trainings allows teachers to learn new teaching strategies, understand modern educational trends, and apply innovative methods in the classroom. When teachers continuously updated their knowledge, they are more likely to stay committed to their profession because they felt more capable and prepared for challenges.

Pineda and Cruz (2021), who explored how PD seminars affect teacher intrinsic motivation. The research indicates that teachers who went through PD programs with high-frequency content (5-6 activities a year) felt they were learning new knowledge and skills, which enhanced their sense of competence and autonomy. This also led to an increase in work commitment.

In terms of number of trainings/ seminars attended, the result reveals that respondents with zero trainings/seminars category, with 4 (2.44%) got the lowest frequency. This small percentage indicates that very few teachers in Manolo Fortich have not participated in any professional development activities. There could have been different reasons for this, such as lack of access to training opportunities, personal circumstances, or a lack of motivation to attend. Teachers who did not engage in professional development might have faced more difficulties in adapting to new challenges in the classroom. This could have led to a lower level of work commitment since they might have felt unprepared or disconnected from professional growth.

Martinez and Reyes (2022), teachers who participates in fewer PD events, or those with limited opportunities for professional development, had greater intentions to quit the profession. It is observed that professional development events assisted in reducing burnout and attrition, especially for teachers in

low-performing schools, where high levels of stress resulted in turnover. They determined that an intermediate frequency of professional development (3-4 times per year) is optimal for developing teacher retention and long-term job commitment.

Problem 2. What is the level of respondents' professional development based on intellectual ability, self-development, and performance competence?

Table 7

Distribution of the Respondents Level of Professional Development based on Intellectual Ability

Indicator As a teacher ...	Mean	SD	Description
I feel that professional development activities enhance my critical thinking skills	3.74	0.47	At all Times
I believe that participating in professional development improves my problem-solving abilities.	3.66	0.52	At all Times
I engage in professional development activities that helps me to acquire new knowledge effectively.	3.63	0.57	At all Times
I feel that professional development encourages me to think creatively in my teaching practice.	3.61	0.54	At all Times
I acquire the ability to analyze educational research through professional development.	3.40	0.64	At all Times
I believe that Professional development sessions provide me with strategies to enhance my cognitive skills.	3.66	0.49	At all Times
I regularly apply new intellectual strategies learned from professional development in my classroom	3.40	0.60	At all Times
I feel that Professional development encourages reflective thinking about my teaching practices	3.55	0.60	At all Times
I believe that professional development is essential for improving my intellectual capacity as an educator.	3.64	0.51	At all Times
I feel that professional development significantly contributes to my intellectual growth.	3.69	0.48	At all Times
Overall	3.60	0.54	At all Times

Legend:

3.26 - 4.00 *At all Times/ Very High*

2.51 – 3.25 *Most of the Time/ High*

1.76 – 2.50 *Sometimes/ Low*

1.00 – 1.75 *Never/ Very Low*

Table 7 shows the distribution of the respondents level of professional development based on **intellectual ability**. Overall, respondents rated their intellectual ability development **At all Times**, with a mean of 3.60 (SD = 0.54). This means that elementary teachers in Manolo Fortich, Bukidnon, highly valued professional development in enhancing their intellectual growth. When teachers continuously engage in learning opportunities, they improve their teaching strategies, decision-making skills, and classroom management. This also helps them adapt to new teaching methods and technologies, making them more effective educators. A strong intellectual foundation allows teachers to analyze student needs better and develop lessons that suit different learning styles. This implies that teachers who actively pursue professional growth become more confident in their teaching, leading to increase motivation and commitment to their work. The findings indicate that teachers recognize the importance of lifelong learning, which benefits not only themselves but also their students.

McKinney et al. (2020) also highlighted the importance of personalized professional development in service of individual career goals, which further boosts the knowledge of teaching practices. This fact is mainly achieved through technology, which provides opportunities for more flexibility and learner-centered situations, such as online courses, virtual coaching, and customized workshops. Sherly (2020) emphasized that skills-based PD among teachers develops cognitive ability and enhances their effectiveness. When intellectually demanding PDs are undertaken by teachers, they invariably result in the proper applicability of new strategies in the classroom, leading to enhanced learning outcomes for pupils.

The indicator, **As a teacher, I felt that professional development activities enhanced my critical thinking skills**, obtained the **highest** mean of 3.74 (SD = 0.47), described as **At all Times**. This means that teachers believe professional development helps them think more critically, which is essential for effective teaching. When teachers develop strong critical thinking skills, they can analyze complex classroom situations, find better solutions, and make well-informed decisions. This implies that critical thinking also helps them evaluate different teaching strategies and choose the most effective ones for their students.

Jansen et al. (2020) found that teachers with higher cognitive competencies showed a greater need to carry out challenging PD activities more frequently by pursuing opportunities that best matched their intellectual interests. Liang and Zhang (2022) also noted that teachers with strong intellectual abilities are more likely to engage in reflective practices, modifying their strategies to implement instructional changes that result in improved student learning.

The indicator, **As a teacher, I acquire the ability to analyze educational research through professional development** got the **lowest** mean of 3.40 (SD = 0.64), described as **At all Times**. This suggests that while teachers engages in professional development, they might have struggled to apply research-based strategies in their classrooms. One possible reason was that educational research was often presented in a complex way, making it difficult for teachers to fully understand and use it in their teaching.

Borko et al. (2021) pointed out that PD can be too complex for some educators to understand and participate in effectively. Addressing these barriers through targeted assistance and differentiated PD provides an incentive for inclusivity. Yongao (2019) pointed out that the quality of PD programs differs considerably. Some programs are well organized and effective ,while others do not offer the required support or applicability to the environment. Thus, cognitive diversity becomes essential while designing PD programs, ensuring that all teachers can benefit from the training and apply new strategies effectively in their classrooms.

The indicator, **As a teacher, I regularly applied new intellectual strategies learned from professional development in my classroom** got the **lowest** mean of 3.40 (SD = 0.60), described as **At all Times**. This means that as much as teachers wanted to apply the new strategies that they have learned from attending professional development programs they might not be able to apply it regularly. One possible reason could have been the lack of time or support to implement new strategies effectively. When teachers are unable to apply what they learned, the impact of professional development becomes limited.

According to Liang and Zhang's (2022) findings, teachers with more intellectual abilities are likely to engage in reflective practices and, consequently, modify their strategies. This adaptability is needed to implement changes in instructional practice that can eventually result in improved learning for students.

The indicator, **As a teacher, I believe that participating in professional development improves my problem solving abilities**, obtained the mean of 3.66 (SD = 0.52), described as **At all Times**. This means that teachers believe professional development helps them to solve problems and classroom challenges, which is essential for effective teaching. When teachers develop strong problem solving skills, they could analyze complex classroom situations, find better solutions, and make well-informed decisions.

A study by Desmone et al. (2020) explored how PD that promotes teachers agency, autonomy, and empowerment enhances problem-solving skills. Teachers who are empowered through PD programs that focuses on self-directed learning, inquiry-based methods, and reflective practices are more adept at solving classroom challenges.

The indicator, **As a teacher, I believe that professional development sessions provide me with strategies to enhance my cognitive skills**, obtained the mean of 3.66 (SD = 0.49), described as **At all Times**. This means that teachers believes that professional development helps them to improve their cognitive skills. Gaining new strategies or tools that can help to think more effectively.

Jansen et al. (2020) found out that teachers with higher cognitive competencies showed a greater need to carry out challenging PD activities more frequently by pursuing opportunities that best match their intellectual interests.

Table 8

Distribution of the Respondents Level of Professional Development based on Self-Development

Indicator As a teacher, ...	Mean	SD	Description
I feel that Professional development activities enhance my teaching skills.	3.68	0.51	At all Times
I feel more confident in my abilities after participating in professional development programs.	3.44	0.64	At all Times
I am motivated by Professionals to pursue additional self-learning opportunities.	3.41	0.66	At all Times
I frequently apply new skills or knowledge gained from professional development in my teaching practice.	3.36	0.69	At all Times

I feel that participating in professional development has a positive impact on my personal growth.	3.58	0.54	At all Times
I believe that professional development should focus more on self-development aspects.	3.46	0.62	At all Times
I feel that Professional development programs help me set and achieve personal growth goals.	3.48	0.57	At all Times
I actively seek out professional development opportunities that align with my self-development goals.	3.29	0.63	At all Times
I feel that collaboration with peers during professional development enhances my self-development.	3.60	0.52	At all Times
I believe that professional development is essential for my ongoing self-development as an educator.	3.61	0.54	At all Times
Overall	3.49	0.59	At all Times

Legend:

3.26 - 4.00 *At all Times/ Very High*

2.51 – 3.25 *Most of the Time/ High*

1.76 – 2.50 *Sometimes/ Low*

1.00 – 1.75 *Never/ Very Low*

Table 8 shows the distribution of the respondents' level of professional development based on **self-development**, with an overall, mean of 3.49 (SD = 0.59) describe as **At all Times**. This means that teachers in Manolo Fortich, Bukidnon, often engaged in self-development activities but not consistently. One possible reason is that while teachers recognize the value of self-development, they struggle with time constraints due to their workload and responsibilities. Balancing teaching duties, lesson planning, and personal commitments limits their ability to focus on continuous learning. Additionally, access to relevant and high-quality professional development opportunities is not always available, making it difficult for teachers to engage fully. Some teachers also lack motivation or guidance in choosing development programs that align with their needs. This implies that while self-development is valued, there are barriers that prevent full engagement.

Cedefop (2019) emphasizes the importance of self-directed learning as a key aspect of professional development. Their study highlighted that professional development programs incorporating autonomy and self-assessment encourage individuals to identify their personal learning needs, leading to enhanced professional competencies.

The indicator, **As a teacher ,I feel that professional development activities enhance my teaching skills**, got the **highest** mean of 3.68 (SD = 0.51), described as **At all Times**. This means that teachers strongly believe that professional development helps them improve their teaching abilities. One reason for this could have been that teachers experienced direct benefits from these activities, such as learning new teaching strategies and techniques. When they applied these new skills in the classroom, they saw better student engagement and learning outcomes, reinforcing their belief in professional development. Another

factor could have been the availability of training programs that focuses on skill enhancement, making it easier for teachers to recognize their value. Teachers also feel more confident in their profession when they continuously improve their teaching methods. This implies that while professional development enhances their skills, it is important that these activities are relevant to the actual needs of teachers.

Ertmer and Ottenbreit-Leftwich (2019) highlighted the role of technology in professional development and self-development. Their study found that online learning platforms provide flexibility and accessibility, enabling professionals to engage in self-paced learning tailored in their interests and needs.

The indicator, **As a teacher, I actively seek out professional development opportunities that align with my self-development goals**, obtained the **lowest** mean of 3.29 (SD = 0.63), described as **At all Times**. This means that while teachers value self-development, they do not always take the initiative to find opportunities that matched their personal growth needs. One possible reason is that teachers are often busy with their daily tasks, leaving them with little time to search for or participate in development programs. Another reason is the lack of awareness about available opportunities or uncertainty about which programs best align with their goals. This implies that while teachers value self-development, they did not always take the initiative to find opportunities that matched their personal growth needs.

Smith and Thompson (2021) emphasizes the importance of goal setting in professional development. Their study found that professionals who set specific and measurable goals were more likely to stay motivated and achieve successful outcomes. They recommended the use of a Personal Development Plan to facilitate structured and intentional self-development.

Table 9
Distribution of the Respondents Level of Professional Development based on Performance Competence

Indicator	Mean	SD	Description
As a teacher, ...			
I feel that participating in professional development improves my overall teaching performance.	3.58	0.55	At all Times
I feel more competent in my subject area after attending professional development sessions.	3.44	0.61	At all Times
I feel that Professional development provides me with practical skills that enhance my teaching effectiveness.	3.51	0.58	At all Times
I am able to implement new strategies learned from professional development into my classroom practice.	3.44	0.61	At all Times
I feel Professional development helps me assess and improve my instructional methods..	3.56	0.57	At all Times
I believe that my performance as an educator has improved due to professional development opportunities	3.50	0.59	At all Times

I feel that the feedback I receive during professional development enhances my performance competence.	3.55	0.56	At all Times
I feel more prepared to meet diverse student needs after engaging in professional development.	3.44	0.60	At all Times
I feel Professional development sessions effectively address the challenges I face in my teaching practice.	3.42	0.66	At all Times
I think my professional development is essential for maintaining and improving my performance competence as an educator.	3.53	0.57	At all Times
Overall	3.50	0.59	At all Times

Legend:

3.26 - 4.00 *At all Times/ Very High*

1.76 – 2.50 *Sometimes/ Low*

2.51 – 3.25 *Most of the Time/ High*

1.00 – 1.75 *Never/ Very Low*

Table 9 shows the distribution of the respondents level of professional development based on **performance competence**, with an overall mean of 3.50 (SD = 0.59) describe as **At all Times**. This means that teachers in Manolo Fortich, Bukidnon, recognizes the importance of professional development in enhancing their teaching skills and overall competence. When teachers participates in training and workshops, they gain new knowledge and techniques that improves their effectiveness in the classroom. However, the fact that their rating was not at the highest level indicates that there are still areas for improvement. Some teachers might not have access to the right kind of training that met their specific needs. Others might have faced challenges in applying what they had learned due to factors such as time constraints or a lack of resources. It is also possible that some training programs did not fully address the real issues that teachers encounter in their daily work. This implies that when professional development is well-designed and properly implemented, it helps teachers feel more confident and motivated in their profession. This leads to better teaching quality, which ultimately benefits the students and improves overall educational outcomes. The findings underscore that professional development plays a vital role in enhancing teaching competence. Ensuring that training programs are relevant, accessible, and practical is crucial in supporting teachers to apply their learning effectively in the classroom.

Darling-Hammond et al. (2020) conducted an in-depth review of PD programs and found that sustained, high-quality professional development significantly enhances instructional practices, which in turn improves student performance and increases teacher competence.

The indicator, **As a teacher, I felt that participating in professional development improved my overall teaching performance**, obtained the **highest** mean of 3.58 (SD = 0.55), described as **At all Times**. This means that teachers strongly believe in the positive impact of professional development on their teaching skills. When teachers engage in training programs, they gain new strategies, knowledge, and best practices that they can use in their classrooms. This implies that teachers who continuously learn and improve tends to be more confident in their work and feel more satisfied in their profession. However, for professional development to be truly effective, it must be relevant and applicable to real classroom situations. If

teachers can immediately use what they learned, they are more likely to see improvements in their performance.

Rabano and Callo (2020) emphasizes the importance of aligning professional development programs with performance standards to enhance educators' competence and commitment. Thereby, enhancing their overall competence and commitment to their profession.

The indicator, **As a teacher, I felt that professional development sessions effectively addressed the challenges I faced in my teaching practice**, got the **lowest** mean of 3.42 (SD = 0.66), described as **At all Times**. This result suggests that while teachers realizes the value of professional development, some feel that training programs did not fully help them overcome their specific classroom challenges. One reason for this might have been that the topics covered in training sessions are too general and did not directly address the real difficulties teachers experienced. Some teachers might have struggled with classroom management, student diversity, or the use of technology, but if professional development did not provide clear solutions to these issues, they might not have find it very useful. Another possible reason is that some training programs focuses too much on theory and lacks hands-on practice, making it difficult for teachers to apply what they had learned.

Cavanagh (2021) highlights that performance competence development is significantly influenced by mentorship. His work suggests that mentorship provides targeted support and feedback, leading to improved evaluation and enhancement of teachers' skills.

Table 10
Summary of the Respondents' Level of Professional Development

Variable	Mean	SD	Interpretation
Intellectual Ability	3.60	0.54	Very High
Self-development	3.49	0.59	Very High
Performance Competence	3.50	0.59	Very High
Overall	3.53	0.57	Very High

Legend:

3.26 - 4.00 *At all Times/ Very High* 1.76 – 2.50 *Sometimes/ Low*
 2.51 – 3.25 *Most of the Time/ High* 1.00 – 1.75 *Never/ Very Low*

Table 10 shows the summary of the respondents' level of professional development, with an overall mean of 3.53 (SD = 0.57) interpreted as **Very High**. Many teachers actively engage in professional development because they understood its importance in improving their skills and knowledge. When teachers continue to learn, they became more effective in the classroom, which benefits their students. This also helps them feel more confident in their work, making them more committed to their jobs. However, some challenges limits teachers from fully participating in professional development, such as time constraints and financial concerns.

The variable **intellectual ability**, obtained the **highest** mean of 3.60 (SD = 0.54), interpreted as **Very High**. Teachers often focus on improving their intellectual ability because they knew it directly affects their teaching quality. They made efforts to learn new teaching strategies, stay updated with subject knowledge, and think critically in solving classroom problems. Many teachers also enjoy learning and feel more motivated when they can apply new knowledge to their teaching. However, intellectual ability alone

is not enough to make a teacher effective. They also need emotional and social skills to handle different classroom situations.

The variable, **self-development**, obtained the **lowest** mean of 3.49 (SD = 0.59), interpreted as **Very High**. Self-development received the lowest rating because many teachers struggles to focus on their personal growth due to their heavy workload. Aside from teaching, they had other responsibilities such as preparing lesson plans, checking students' work, and attending meetings. These tasks left them with little time and energy to engage in activities that promote self-improvement. Some teachers also lack motivation or resources to pursue personal growth outside of school-related training. However, self-development is important because it helps teachers stay motivated and prevent burnout. When teachers took care of their well-being, they can perform their duties with a positive mindset. This highlights the need to balance professional responsibilities with personal well-being to maintain teachers' long-term commitment. It implies that balancing professional responsibilities with personal well-being is crucial to maintaining teachers' long-term commitment.

Problem 3. What is the level of respondents' work commitment regard to affective, continuance, normative and normative continuance?

Table 11

Distribution of Respondents' Level of Work Commitment with regard to Affective

Indicator As a teacher, ...	Mean	SD	Description
I have developed a deep emotional connection to my work, finding inspiration and fulfillment in every task and project I undertake.	3.53	0.52	Strongly Agree
I genuinely care about my pupils the success and well-being, believing in their potential to achieve great things.	3.70	0.46	Strongly Agree
I am committed to investing additional effort in my work , as I get great satisfaction from the act of teaching.	3.55	0.54	Strongly Agree
I take pride in being a teacher and inspiring my pupils while working with others to develop lifelong learners.	3.67	0.47	Strongly Agree
I am passionate about the subject(s) I teach, which strengthens my commitment to my role.	3.52	0.54	Strongly Agree
I gain a strong sense of personal fulfillment from my teaching, as it allows me to engage meaningfully with my responsibilities and goals.	3.53	0.54	Strongly Agree
I would continue teaching even if I am not financially compensated.	3.31	0.72	Strongly Agree

I feel that my work aligns with my personal values and beliefs.	3.52	0.51	Strongly Agree
My emotional connection to my pupils motivates me to perform well in my teaching.	3.59	0.49	Strongly Agree
I am proud to be part of the school where I work, and I feel a strong bond to the institution.	3.68	0.47	Strongly Agree
Overall	3.56	0.53	Strongly Agree

Legend:

3.26-4.00 *Strongly Agree/ Highly Committed* 1.76 - 2.50 *Disagree/ Moderately Committed*

2.51 – 3.25 *Agree/Committed*

1.00 - 1.75 *Strongly Disagree/ Not Committed*

Table 11 shows the distribution of respondents' level of work commitment in with regard to **affective**, with an overall mean of 3.56 (SD = 0.53) described as **Strongly Agree**. This means that elementary teachers in Manolo Fortich, Bukidnon, feel a strong emotional attachment to their profession. Teachers find meaning and fulfillment in their work, which helps them stay motivated despite challenges. Their deep sense of commitment likely came from their passion for teaching and their belief in the importance of education. This implies that when teachers are emotionally invested in their work, they tend to go beyond their basic responsibilities, ensuring that their pupils receive quality education. This strong work commitment could lead to a more positive learning environment, where students feel supported and inspired.

According to Mañas-Rodriguez et al., (2020) affective commitment has a considerable impact on employee loyalty and lessen their intent to leave. They concluded that transformational leadership strengthens employee engagement and affective commitment which consequently diminishes turnover intentions-verifying the contention of Meyer and Allens model that affective commitment is the key to employee retention Additionally, Javed et al. (2020) emphasized that employees with high affective commitment develop a stronger organizational commitment, enhancing job performance.

The indicator, **As a teacher, I genuinely cared about my pupils' success and well-being, believing in their potential to achieve great things**, garnered the **highest** mean of 3.70 (SD = 0.46), described as **Strongly Agree**. This means that teachers deeply care about their pupils and believes in their ability to grow and succeed. Their commitment is not just about delivering lessons but also about shaping students' futures. When teachers have this mindset, they can create a nurturing environment that encourages learning and personal growth. Students who feel supported by their teachers are more likely to be confident, engaged, and motivated in their studies. However, while teachers' dedication is evident, it is also important to ensure they receive the necessary support to sustain their passion. Encouraging teachers through professional development, mentorship programs, and emotional support help them continue their meaningful work. If teachers feel that their efforts are appreciated and that they have the tools to succeed, they are more motivated to make a lasting impact on their students' lives. This highlights the crucial role of school leaders in fostering a supportive and rewarding work environment for teachers.

Research by Dutta and Khatri (2021) supports this notion, stating that transformational leadership plays a crucial role in fostering affective commitment. Leaders who inspire and motivate their teams help build emotional attachment, which translates into higher levels of dedication at work.

The indicator, **As a teacher, I would have continued teaching even if I had not been financially compensated**, obtained the **lowest** mean of 3.31 (SD = 0.72), described as **Strongly Agree**. This means that while teachers are highly committed to their work, financial stability still plays a significant role in their career decisions. Teaching is a noble profession, but it also requires fair compensation to ensure that educators could meet their personal and family needs. Although teachers find fulfillment in their work, financial concerns could impact their motivation and long-term commitment. It implies that if teachers are underpaid or financially strained, they might have seek other opportunities that offers better financial security. This can have led to high turnover rates, which might affect the quality of education and student learning outcomes.

Khan et al. (2022) highlights that a positive work environment, characterized by open communication and recognition, significantly strengthens affective commitment. Furthermore, Wu et al., (2023) found that employees with strong affective commitment experience lower psychological stress and burnout, improving their overall well-being. These findings suggest that beyond financial incentives, fostering a supportive work climate can enhance teachers' emotional connection to their profession, promoting stability and long-term dedication.

Table 12
Distribution of the Respondents' Level of Work Commitment with regard to Continuance

Indicator As a teacher ,...	Mean	SD	Description
I would have difficulty finding another job that offers similar benefits to my current teaching position.	3.27	0.67	Strongly Agree
I continue working because I feel that leaving would have a negative financial impact on my life.	3.27	0.64	Strongly Agree
I am committed to my teaching job because I have invested a lot of time and effort into developing my skills and career here.	3.39	0.64	Strongly Agree
I stay in my teaching position because leaving would create uncertainty in my professional and personal life.	3.22	0.73	Agree
I feel that leaving my teaching position would mean losing valuable retirement or pension benefits.	3.25	0.71	Agree
I continue to teach because I believe the cost of leaving would outweigh the potential benefits of a new job.	3.26	0.68	Strongly Agree

I feel that staying in my current position is the best choice because it provides financial security for me and my family.	3.29	0.75	Strongly Agree
I am hesitant to leave my teaching job because I am not sure I would find another position with similar job stability.	3.23	0.72	Agree
I remain in my current teaching role because I am unsure if I could find a job that matches my current level of pay.	3.19	0.73	Agree
I continue in my teaching position because I have few other career options that would provide the same benefits and security.	3.17	0.68	Agree
Overall	3.25	0.70	Agree

Legend:

3.26 - 4.00 *Strongly Agree/ Highly Committed* 1.76 - 2.50 *Disagree/ Moderately Committed*

2.51 – 3.25 *Agree/Committed* 1.00 - 1.75 *Strongly Disagree/ Not Committed*

Table 12 shows the respondents' level of work commitment in with regard to **continuance**. Overall, respondents rated their continuance commitment as **Agree**, with a mean of 3.25 (SD = 0.70). This means that most teachers in Manolo Fortich, Bukidnon, feel the need to stay in their jobs because of financial and personal reasons rather than just personal passion or professional growth. Many teachers remain in their positions because they view teaching as a stable career that provides financial security and benefits. The findings suggest that their commitment is influenced by practical concerns, such as job stability, retirement benefits, and the difficulty of finding other opportunities with similar advantages. However, this also highlights the importance of ensuring that teachers receive continuous support and opportunities for growth to keep them engaged. If teachers feel stuck in their jobs rather than inspire them to stay, it could affect their overall performance and job satisfaction.

Javed et al. (2021) found that employees with high continuance commitment were less likely to leave an organization despite experiencing low job engagement and dissatisfaction. This dual nature of continuance commitment suggests that while it ensures stability, it does not necessarily foster enthusiasm or morale, reinforcing the need for organizations to create an environment that enhances both retention and job satisfaction.

The indicator, **As a teacher, I was committed to my teaching job because I had invested a lot of time and effort into developing my skills and career here**, got the **highest** mean of 3.39 (SD = 0.64), described as **Strongly Agree**. This means that many teachers in Manolo Fortich, Bukidnon, feel attached to their jobs because they had already put in significant effort to improve their skills and advance in their careers. It is natural for individuals to want to stay in a profession where they have spent years growing and learning. The time and resources they had invested made them feel that leaving would mean losing all their progress. This kind of commitment could have been beneficial because experienced teachers

brought valuable knowledge and skills that could have helped improve the quality of education. However, if teachers stayed in their jobs only because of the effort they had already put in, they might have felt limited in their career choices. This implies that when teachers realize that their efforts led to more career growth and new learning opportunities, they are more likely to stay motivated and dedicated. This could have resulted in a more engaged and effective teaching workforce that benefits both students and the education system.

Crossley et al. (2020) introduces the concept of job embeddedness, which describes how employees perceive higher costs associated with leaving an organization due to their deep-rooted connections within their workplace.

The indicator, **As a teacher, I continued in my teaching position because I had few other career options that would have provided the same benefits and security**, got the **lowest** mean of 3.17 (SD = 0.68), described as **Agree**. This means that while financial security is a factor in teachers' decision to stay, it is not the strongest reason for their commitment. Teachers in Manolo Fortich, Bukidnon, might have felt that they had other career options but still chose to remain in their profession. This means that they value their jobs for more than just financial reasons, such as their passion for teaching, their relationships with students, or the sense of fulfillment they got from their work. This implies that some teachers might have felt a sense of stability in their roles but would have considered leaving if better opportunities arose. Ezeanya and Ezeanya (2019) highlighted that perceived organizational support plays a significant role in fostering continuance commitment. This indicates that even when employees remain with an organization for practical reasons like job security or financial benefits, feeling supported can enhance their commitment level. Additionally, Wu et al. (2023) found that high levels of continuance commitment are linked to increased stress and lower job satisfaction. This suggests that while financial and structural support can enhance retention, schools must also focus on teachers' well-being to prevent burnout and disengagement. By addressing both practical concerns and workplace morale, educational institutions can build a more committed and satisfied workforce.

Table 13
Distribution of Respondents' Level of Work Commitment with regard to Normative

Indicator	Mean	SD	Description
As a teacher, ...			
I feel that it is my moral duty to stay in my teaching position.	3.41	0.65	Strongly Agree
I believe I have an obligation to continue in my profession for the sake of my pupils.	3.39	0.66	Strongly Agree
I stay in my current teaching role because I feel it is expected of me by society.	3.19	0.78	Agree
I feel sense of responsibility to remain in my position due to the needs of my pupils and school.	3.31	0.65	Strongly Agree

I believe that I have an ethical obligation to remain in my role for the long term.	3.26	0.68	Strongly Agree
I feel that other teachers expect me to stay in my position and continue my work.	3.06	0.80	Agree
I would feel guilty if I decided to leave my current teaching position.	3.16	0.76	Agree
I feel strong sense of duty to contribute to the educational community by continuing my work .	3.28	0.65	Strongly Agree
I believe it is important to fulfill my commitment to the school and pupils, regardless of personal challenges.	3.33	0.68	Strongly Agree
I feel a sense of obligation to stay in my teaching position because of the expectations placed on me by my colleagues.	3.09	0.76	Agree
Overall	3.24	0.71	Agree
Legend:			
3.26 - 4.00 Strongly Agree/ Highly Committed		1.76 - 2.50 Disagree/ Moderately Committed	
2.51 – 3.25 Agree/Committed		1.00 - 1.75 Strongly Disagree/ Not Committed	

Table 13 shows the distribution of respondents' level of work commitment in terms of **normative**. Overall, respondents rated their normative commitment as **Agree**, with a mean of 3.24 (SD = 0.71). This means that most elementary teachers in Manolo Fortich, Bukidnon, felt a sense of duty to stay in their teaching positions. One reason for this is their strong belief in the importance of education and their role in shaping young minds. Teaching is not just a job for them; it is a responsibility that they take seriously. Even when faced with challenges, they continue working because they feel it is the right thing to do. However, while a strong sense of duty could have been a positive factor, it might have also led to burnout if teachers feel pressured to stay despite personal struggles.

This finding aligns with the study by Johar et al. (2019), which emphasized that employees with high normative commitment feel a strong obligation to remain in their roles due to perceived consequences of leaving. Furthermore, Wu et al. (2023) established that employees with high normative commitment often report higher job satisfaction and lower stress levels, suggesting that a strong sense of obligation can contribute to a more stable and engaged workforce.

The indicator, **As a teacher, I felt that it was my moral duty to stay in my teaching position**, attained the **highest** mean of 3.41 (SD = 0.65), described as **Strongly Agree**. This means that teachers had a deep sense of moral responsibility toward their work. They see their role not just as a career but as a commitment to their pupils, schools, and the community. Many teachers feel that leaving their jobs would have mean abandoning their duty to educate and support students. This strong sense of responsibility might have come from their personal values, professional training, or community expectations.

This result supports the findings of Sinaga and Lumbanraja (2019), who reported that normative commitment positively affects employee performance. Employees who perceive their work as a moral obligation tend to give their best effort, reinforcing their dedication to their roles. Additionally, Afsar et al. (2021) argued that organizations that emphasize shared values and a sense of community foster greater normative commitment among employees, enhancing both engagement and job performance. This suggests that creating a work environment that reinforces moral duty, and shared values can sustain teacher commitment and effectiveness.

The indicator, **As a teacher, I felt that other teachers expected me to stay in my position and continue my work**, obtained the **lowest** mean of 3.06 (SD = 0.80), described as **Agree**. This means that while teachers felt a sense of duty to their profession, they did not strongly feel external pressure from their colleagues to stay. This means that decisions about staying in their positions are more personal rather than influenced by peer expectations. It implies that unlike other commitments driven by personal values and community expectations, the role of colleagues in shaping a teacher's decision to stay appears to be less significant. This is because teachers see their commitment as an individual choice rather than a responsibility tied to their peers. It also indicates that teachers might not feel strong peer support in their work, which could have impacted their morale over time. If teachers did not feel encouraged by their colleagues, they might struggle with workplace challenges on their own.

These findings aligns with the research of Kalitanyi (2022), found that while normative commitment reduces turnover intentions, it can also lead to dissatisfaction when employees feel trapped by obligations. The lack of strong peer expectations in this study suggests that normative commitment among teachers in Manolo Fortich is more personal than collective. Moreover, Harunavamwe et al. (2021) highlighted that self-leadership enhances normative commitment by reinforcing personal values and intrinsic motivation rather than external pressures.

Table 14

Distribution of Respondents' Level of Work Commitment with regard to Normative Continuance

Indicator	Mean	SD	Description
As a teacher, ...			
I feel obligated to continue teaching because it is important for my students, but at the same time, leaving would cause significant personal or financial hardship.	3.28	0.68	Strongly Agree
I believe that my role is vital for my community, and the thought of leaving my job is frightening because of the practical challenges I would face in finding another career.	3.30	0.69	Strongly Agree
I stay in my teaching position because I feel responsible for my students' success, but I also know that leaving would make it difficult to maintain my current lifestyle.	3.23	0.70	Agree
I feel morally obligated to stay in teaching for the sake of my colleagues and the school, but I would struggle to find a similar job with the same benefits if I left	3.06	0.75	Agree

I stay in my current position because I believe that I have a duty to my students, the thought of leaving is intimidating due to the difficulty of finding a job with comparable stability.	3.12	0.75	Agree
I continue teaching because I feel that it is my duty to make a positive impact on my students, but I also recognize that leaving would create significant disruptions to my financial situation and career path.	3.18	0.72	Agree
I feel responsible for contributing to my school community, but at the same time, the costs (e.g., financial, career progression) of leaving teaching are too high for me to consider it as an option.	3.18	0.71	Agree
I stay in my teaching role because I believe it is essential for the development of my students, yet I also remain because leaving would mean losing valuable benefits like healthcare or retirement savings.	3.23	0.68	Agree
I am committed to teaching because I feel that it is the right thing to do, but I also realize that the consequences of leaving would be difficult to manage, both professionally and financially.	3.25	0.64	Agree
I feel a strong sense of duty to my students and colleagues, yet I continue in my role because I know that leaving would lead to a significant loss of career benefits and stability.	3.15	0.73	Agree

Overall	3.20	0.70	Agree
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Legend:

3.26 - 4.00 Strongly Agree/ Highly Committed	1.76 - 2.50 Disagree/ Moderately Committed
2.51 – 3.25 Agree/Committed	1.00 - 1.75 Strongly Disagree/ Not Committed

Table 14 shows the distribution of respondents' level of work commitment with regard to **normative continuance**. Overall, respondents rated their normative continuance commitment at **Agree**, with a mean of 3.20 (SD = 0.70). This means that elementary teachers in Manolo Fortich, Bukidnon, feel a strong sense of duty to remain in their profession. Many teachers continue teaching because they perceive their work as essential for their students and community. At the same time, they recognize that leaving would bring personal and financial challenges. It implies that their commitment is influenced not only by their passion for teaching but also by practical reasons, such as job stability and financial security. When teachers felt

obligated to stay rather than choosing to stay purely out of passion, it might affect their motivation and job satisfaction. If teachers felt stuck in their profession, it might impact on the quality of education they provided to their students. A supportive work environment could strengthen their commitment, leading to better teaching performance and improved student learning outcomes.

Wang, Lee, and Chen (2021) highlight that normative commitment is closely linked to job satisfaction, while continuance commitment is often associated with emotional exhaustion and lower satisfaction. Teachers who stay due to financial security, despite feeling disillusioned, are less likely to leave the profession. This underscores the importance of fostering both intrinsic motivation and external support to enhance teacher commitment (Meyer et al., 2020).

The indicator, **As a teacher, I believed that my role was vital for my community, and the thought of leaving my job was frightening because of the practical challenges I would face in finding another career**, got the **highest** mean of 3.30 (SD = 0.69), described as **Strongly Agree**. This means that teachers understand the importance of their work in shaping the future of their students and their community. However, their commitment is also tied to fear and uncertainty about changing careers. Finding a new job outside of teaching might have been difficult due to differences in skills, experience, and job availability. Many teachers might feel that they lack the qualifications or resources needed to start a different career path. This can lead to feelings of being trapped, which affects their enthusiasm and long-term engagement in teaching. If teachers stayed only because they feared the risks of leaving, their motivation could decrease over time. A well-supported and motivated teaching workforce led to better education for students.

Wang, Lee, and Chen (2021) found that teachers with strong continuance commitment often experience burnout and reduced job satisfaction. While their fear of career change keeps them in the profession, it does not necessarily result in high motivation. Meyer et al. (2020) emphasized that enhancing normative commitment through intrinsic motivation and better support systems can counteract these negative effects and improve overall teacher well-being.

The indicator, **As a teacher, I felt morally obligated to stay in teaching for the sake of my colleagues and the school, but I would have struggled to find a similar job with the same benefits if I left**, obtained the **lowest** mean of 3.06 (SD = 0.75), described as **Agree**. This shows that while teachers felt a sense of duty toward their colleagues and school, this was not their strongest reason for staying. Instead, they are more concerned about financial stability and job security. This suggests that relationships with coworkers and the school environment plays a role in commitment, but practical concerns weighed more heavily on their decision to stay. If teachers did not feel a deep personal connection to their workplace, they might have been more likely to leave if better opportunities arose. A strong sense of belonging and teamwork could contribute to a more committed and motivated teaching workforce.

According to Wang, Lee, and Chen (2021), teachers with a high level of continuance commitment, driven by financial and job security concerns, are at risk of burnout. While their moral obligation to stay supports retention, it may not foster job satisfaction. Meyer et al. (2020) suggested that building a supportive work environment can reduce the adverse effects of continuance commitment while reinforcing normative commitment, leading to a more engaged and motivated teaching workforce.

Table 15
Summary of the Level of Respondents' Work Commitment

Variables	Mean	SD	Interpretation
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Affective	3.56	0.53	Highly Committed
Continuance	3.25	0.70	Committed
Normative	3.24	0.71	Committed
Normative Continuance	3.20	0.70	Committed
Overall	3.31	0.66	Highly Committed

Legend:

3.26 - 4.00 Strongly Agree/ Highly Committed 1.76 – 2.50 Disagree/ Moderately Committed

2.51 – 3.25 Agree/ Committed 1.00 – 1.75 Strongly Disagree/ Not Committed

Table 15 shows the summary of the respondents' level of **work commitment**. Overall, respondents rated their work commitment as **Highly Committed**, with a mean of 3.31 (SD = 0.66). The teachers display that they are generally dedicated to their jobs. This is because teaching is a profession that requires patience, passion, and responsibility. Teachers in Manolo Fortich, Bukidnon, likely felt a sense of duty toward their students, which motivates them to stay committed to their work. Another reason could have been the support they received from their school, colleagues, and community, which helps them stay motivated. However, the fact that the rating was not at the highest-level means that there are still challenges affecting their commitment. These could include workload, salary concerns, or a lack of professional growth opportunities. It implies that when teachers are not fully committed, it can have an impact on their performance and the learning outcomes of students.

The variable **affective**, obtained the **highest** mean of 3.56 (SD = 0.53), interpreted as **Highly Committed**. This means that teachers feel emotionally attached to their job. This shows that many teachers genuinely love their work and cared about their students' success. When teachers has strong emotional connections to their profession, they are more likely to stay motivated and go beyond their basic duties. This is because of their passion for teaching, the relationships they build with students and colleagues, and the positive impact they have seen in their work. It implies that when teachers has strong emotional connections to their profession, they are more likely to stay motivated and go beyond their basic duties. Having this high level of affective commitment is important because it helps teachers overcome challenges and continue performing well despite difficulties. However, emotions alone might not have always been enough to sustain long-term commitment. If teachers face stress, burnout, or a lack of career growth, their enthusiasm might decrease over time.

The variable **normative continuance**, got the **lowest** mean of 3.20 (SD = 0.70), interpreted as **Committed**. This means that teachers feel less obligated to stay in their jobs because of moral or social reasons. This suggests that fewer teachers remain in their profession due to a strong sense of duty or external pressure. One possible reason was that teachers might not have felt a deep responsibility to stay in their roles if they did not see enough career growth or financial stability. If better opportunities had arisen elsewhere, they might consider leaving, especially if they feel undervalued in their current positions. This lower rating could also have indicated that teachers stayed in their jobs mainly because of personal choice rather than external expectations. While personal choice was good, a lack of obligation to stay could lead to higher turnover rates in the long run.

Problem 4. Is there a significant relationship between the respondents' professional development and work commitment?

Table 16

Result of the Test on Relationship between the Respondents' Professional Development and their Work Commitment

Professional Development		Work Commitment				Over-all
		Affective	Continuance	Normative	Normative Continuance	
Intellectual Ability	Pearson <i>r</i>	0.654	0.448	0.494	0.335	0.543
	p-value	<0.001	<0.001	<0.001	<0.001	<0.001
		S	S	S	S	S
Self Development	Pearson <i>r</i>	0.682	0.472	0.537	0.340	0.571
	p-value	<0.001	<0.001	<0.001	<0.001	<0.001
		S	S	S	S	S
Performance Competence	Pearson <i>r</i>	0.717	0.548	0.534	0.400	0.621
	p-value	<0.001	<0.001	<0.001	<0.001	<0.001
		S	S	S	S	S

Legend :

S - Significant

NS- Not Significant

Table 16 presented the correlation results between professional development and work commitment among respondents. **intellectual ability** ($r = 0.543$, $p < 0.001$) indicates a moderate yet statistically significant relationship with work commitment. This means that teachers who continue to develop their thinking skills, problem-solving abilities, and knowledge tended to be more committed to their work. Thus, the null hypothesis is rejected. There is a significant relationship between the respondents' professional development and work commitment. When teachers improve their intellectual ability, they can handle classroom challenges better, make sound decisions, and create meaningful learning experiences for students. This can make them feel more engaged and motivated to stay in their profession. They can also become more confident, which strengthens their sense of responsibility and loyalty to their school. When teachers feel capable and well-equipped, they are more likely to stay committed despite difficulties. Similarly, **self-development** ($r = 0.571$, $p < 0.001$) demonstrates a moderate and statistically significant positive correlation with work. This suggests that when teachers engage in self-improvement activities such as further studies, skills training, or personal growth efforts, their dedication to their profession increases. Teachers who actively seek to grow and learn new things tend to have a deeper passion for their work, making them more enthusiastic in performing their duties. They also develop a stronger emotional connection to their job, as they realize how their growth directly impacts their teaching effectiveness and their students' learning. As they become more skilled and knowledgeable, they gain a sense of fulfillment, which encourages them to stay in the profession for a longer time. Moreover, **performance competence** ($r = 0.621$, $p < 0.001$) exhibited a strong and statistically significant relationship, suggesting that as professional development in performance competence increased, Work Commitment also strengthened. When teachers improved their teaching skills, classroom management, and overall effectiveness, they became more engaged in their work. They saw the positive impact of their efforts on student learning, which boosted their confidence and sense of achievement. Teachers who felt competent are more likely to enjoy their work and take pride in their responsibilities, making them more dedicated to their profession.

They can also develop a stronger emotional attachment to their job, as they feel valued and capable of making a difference.

Problem 5. Is there a significant difference in the respondents' professional development and work commitment when grouped according to their profile?

Table 17

Test Result of Significant Difference on the Respondents' Professional Development when Grouped According to their Profile

Profile Variable	Computed Values	intellectual ability	self-development	performance competence
Age	F	0.595	0.711	0.732
	p-value	0.704 ns	0.616 ns	0.600 ns
Civil Status	F	1.229	0.821	0.395
	p-value	0.301 ns	0.484 ns	0.757 ns
Position	F	2.324	1.887	2.052
	p-value	0.077 ns	0.134 ns	0.109 ns
Teaching Experience	F	0.542	0.185	0.022
	p-value	0.654 ns	0.906 ns	0.996 ns
Highest Educational Attainment	F	1.972	0.527	1.034
	p-value	0.101 ns	0.716 ns	0.391 ns
Number of Trainings/ Seminars Attended	F	3.150	4.594	2.725
	p-value	0.010 s	0.001 s	0.022 s
Overall	F	1.635	1.454	1.160
	p-value	0.308 NS	0.476 NS	0.479 NS

Legend:

S-Significant

NS-Not Significant

Table 17 presents the significant differences of the respondents' professional development when grouped according to their profile. The overall findings shows no significant difference in respondents' professional development based on most profile variables, except for the number of trainings/seminars attended. Hence, the null hypothesis is accepted.

Among the variables analyzed, only the number of **Trainings/Seminars Attended** shows a statistically significant difference in professional development, as all p-values are less than 0.05. The results show that the number of trainings and seminars attended greatly affects the professional development of teachers. This is because training and seminars provide new knowledge, skills, and strategies that helps teachers improve their teaching methods and overall performance. Teachers who attended more training gained more confidence and were better prepared to handle different classroom situations. On the other hand, those who did not attend trainings struggled to adapt to new teaching approaches and found it hard to keep

up with changes in education. The significant difference in professional development levels based on training attendance highlights the importance of continuous learning for teachers.

This finding aligns with the study by Darling-Hammond et al. (2020), which emphasizes that quality professional development is associated with higher student achievement, especially when it is continuous, content-intensive, and focused on educational goals. Additionally, Tan et al., (2019) PLCs, as a form of professional development, foster a collaborative learning environment within schools. By engaging in shared practices and continuous improvement efforts, teachers enhance their individual and collective efficacy, which in turn positively impacts student achievement. The shift toward personalized and differentiated professional development programs, as noted by Parker et al., (2021) further supports the idea that training opportunities enhance teacher engagement and long-term effectiveness.

However, there was no significant difference in the perceived level of professional development when grouped according to age, civil status, position, teaching experience, and highest educational attainment, as all p-values exceeded 0.05. One possible reason is that professional development depends more on the opportunities given to teachers rather than personal characteristics. Even experienced teachers or those with higher educational attainment did not show higher professional development if they are not exposed to continuous learning. This implies that regardless of how old a teacher was, whether they are married or single, their job title, or how many years they had been teaching, their level of professional development remained similar.

Further, result is supported by research conducted by McKinney et al. (2020), which emphasized the importance of personalized professional development in advancing individual career goals and enhancing teaching practices. Furthermore, Jansen et al. (2020) found that teachers with higher cognitive competencies were more motivated to engage in challenging professional development activities. In contrast, Borko et al. (2021) argued that professional development might be inaccessible or too complex for some educators, highlighting the need for differentiated programs that cater to diverse cognitive abilities. Liang and Zhang (2022) further reinforced the idea that teachers with greater intellectual capacity are more likely to engage in reflective practices, allowing them to modify instructional strategies for better student outcomes.

Table 18

Test Result of Significant Difference on Work Commitment when Grouped According to Their Profile

Profile Variable	Computed Values	Affective	Continuance	Normative	Normative Continuance
Age	F	0.367	1.527	1.272	2.205
	p-value	0.870 NS	0.184 NS	0.279 NS	0.056 NS
Civil Status	F	0.678	0.641	0.148	0.987
	p-value	0.567 NS	0.590 NS	0.931 NS	0.401 NS
Position	F	2.491	4.306	4.729	4.120
	p-value	0.062 NS	0.006 S	0.003 S	0.008 S
Teaching Experience	F	0.992	2.031	3.234	2.370
	p-value	0.398 NS	0.112 NS	0.054 NS	0.073 NS

Highest Educational Attainment	F	1.044	0.766	1.034	1.034
	p-value	0.386 NS	0.549 NS	0.392 NS	0.391 NS
Number of Trainings/ Seminars Attended	F	5.776	3.176	4.820	3.874
	p-value	<0.001 S	0.009 S	<0.001 S	0.002 S
Overall	F	1.891	2.075	2.540	2.432
	p-value	0.381 NS	0.242 NS	0.277 NS	0.155 NS

Legend:

S-Significant

NS-Not Significant

Table 18 presents test results of the significant differences in respondents' work commitment when grouped according to their profile. The overall results indicate that there is no significant difference in the respondents' work commitment when grouped according to most profile variables, except for position and the number of trainings/seminars attended. Therefore, the null hypothesis is accepted.

Specifically, **position** shows a statistically significant difference in work commitment (continuance, normative, and normative continuance commitment). Teachers with higher positions, such as Master Teacher 1, shows greater work commitment because they had more responsibilities, experience, and motivation to stay dedicated to their work. They had likely spent many years in teaching, gaining knowledge and skills that made them more confident and passionate about their profession. Their leadership roles required them to set a good example for other teachers, which pushed them to be more engaged and committed. On the other hand, Teacher 1, who is new to the profession, might still have been adjusting to the demands of teaching, which could have explained their lower commitment levels. They might also have felt less motivated due to fewer opportunities for career growth and professional recognition. It implies that when teachers moved to higher positions, they developed a stronger emotional connection to their work, making them more dedicated.

The commitment of classroom teachers depends on job satisfaction, professional efficacy, and support from colleagues and school leaders. Teachers with high-quality professional development that addresses classroom challenges and fulfills their professional needs tend to commit more to their teaching obligations (Collie et al. (2019).

Similarly, the number of **Trainings/Seminars Attended** shows a statistically significant difference in work commitment (affective, continuance, normative, and normative continuance). Teachers who attended more trainings and seminars show a higher level of work commitment because professional development helps them gain new knowledge and skills that made them more effective in their jobs. It implies that when teachers feel more competent and confident, they are more likely to stay motivated and dedicated to their work. Those who attended fewer trainings might have felt stagnant or unprepared for the challenges in teaching, leading to lower commitment levels. Regular exposure to new learning opportunities can also help teachers develop a deeper understanding of their profession, making them more passionate about their roles.

Teachers attending regular PD sessions tend to develop stronger affective commitment as they feel valued and supported. Furthermore, Ahmed et al. (2020) explained that employees who align with their organization's values and goals exhibit a higher level of affective commitment, positively impacting their

productivity and job satisfaction. Kovacs et al. (2021) also highlighted that organizations with open, flexible, and inclusive cultures promote higher work commitment, while rigid, hierarchical cultures tend to decrease employee engagement and increase burnout.

However, no significant differences are found when grouped according to age, civil status, teaching experience, and highest educational attainment, as all p-values exceeded 0.05. The results show that age, civil status, teaching experience, and educational attainment did not have a significant effect on work commitment. This might be because commitment is influenced more by job-related factors such as responsibilities, work environment, and career growth opportunities rather than personal characteristics. It implies that a younger teacher could be just as committed as an older teacher if they had the right motivation and support. Similarly, whether a teacher is single or married did not seem to affect their level of dedication to their work. Teaching experience and educational attainment might have improved a teacher's skills, but they did not necessarily make a teacher more committed if other factors, such as job satisfaction and career progression, are not present.

Ali and Ahmed (2021) reinforced that job satisfaction in terms of role clarity, compensation, benefits, and career opportunities positively correlates with organizational commitment, particularly affective commitment. Employees who feel satisfied with their roles are more likely to exhibit work commitment and take ownership of their organization's goals. Conversely, job insecurity has been shown to decrease work commitment. Ng and Sorensen (2022) explained that employees facing job insecurity are more likely to develop continuance commitment rather than affective commitment, meaning they stay with their employer due to a lack of alternatives rather than genuine dedication to their work. Therefore, organizations must foster a stable and supportive work environment to enhance teachers' commitment levels.

Conclusion

Professional development and work commitment have been key factors in influencing performance, job satisfaction, retention especially in the field of education. As it increasingly requires efficiency and innovation investment in professional development is a necessary approach. One of which is attending training/seminars which allows teachers to learn new teaching strategies, understanding modern educational trends, and apply innovative methods in the classroom. Furthermore, teachers with more intellectual abilities are likely to engage in reflective practices and consequently modify their teaching strategies. This adaptability is needed to implement changes in instructional practice that can eventually result in improved learning for learners. When teachers continuously update their knowledge, they are more likely to stay committed to their profession. Moreover, teachers with high level of affective commitment further enhances their job performance. When teachers are emotionally invested in their work, they tend to go beyond their basic responsibilities. Hence, teachers develop a strong emotional attachment to their profession and more likely to stay engaged and committed to their work.

Recommendations

From the findings of the study, the following are recommended:

1. School and educational authorities should encourage teachers to pursue further study and look into ways to support their career advancement.

2. Teachers are encouraged to seek out professional development that enhances their self-development. Moreover, the school district should implement structured programs that encourage self-development, ensuring teachers have time and resources to focus on personal and professional growth.
3. School District should strengthen teachers' normative continuance by fostering a work culture that emphasizes loyalty, moral responsibility, and institutional pride. This can be achieved through recognition programs, mentorship, and support networks that make teachers feel valued and connected to their profession.
4. School District should foster a work environment that encourages teachers to stay committed to their roles by providing continuous, relevant and collaborative professional development opportunities.
5. School District should emphasize the importance of training/seminar and job position by encouraging all teachers, regardless of experience level to participate in professional development activities. Offering incentives such as promotion opportunities, recognition, or financial support for training can motivate teachers to continually improve their skills.

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