

The Influence of Teacher Commitment, Professional Development, and Work Motivation on Pedagogical Competence of Public School Teachers: A Path Model Analysis

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Abstract

The study aimed to identify the best-fit path model of pedagogical competence among public elementary school teachers as influenced by teacher commitment, professional development, and work motivation. It employed a quantitative descriptive-correlational research design using descriptive statistics, Pearson Product-Moment Correlation, multiple regression analysis, and path model analysis to examine data collected from 400 public elementary school teachers in Region XII, Philippines. Findings revealed very high levels of teacher commitment, professional development, work motivation, and pedagogical competence. Significant correlations were also found between the independent variables and pedagogical competence. Furthermore, the results identified Generated Model 3 as the best-fit path model, which demonstrated a relationship between teacher commitment and work motivation and showed that both variables directly influenced professional development. The model also revealed that teacher commitment and work motivation were direct predictors of pedagogical competence, with teacher commitment demonstrating a stronger influence. The findings may serve as a valuable reference for future research and provide a basis for policymaking and the development of school programs and initiatives aimed at sustaining and enhancing teachers' pedagogical competence in public elementary schools.

Keywords: Education, pedagogical competence, teacher commitment, professional development, work motivation, descriptive-correlational design, path model analysis, public elementary school teachers, Philippines,

SDG Indicators: #3 (Good Health and Well-Being), #4 (Quality Education), and #8 (Decent Work and Economic Growth)

1. Introduction

Teachers in public schools continue to face obstacles to their teaching due to limited opportunities for professional growth, scarce teaching materials, and difficulty adjusting to modern educational requirements. Robandi, Setiawardani, and Apriyanto (2025) pointed out that gaps in digital skills, access to training, and policy backing greatly affect teachers' teaching abilities and their capacity to deliver effective lessons. In a similar vein, Dumaguing and Yango (2023) noted that insufficient teaching

competence among educators continues to hamper students' academic success, underscoring the need to address instructional shortcomings to enhance the quality of education in public schools.

Moreover, the importance of teaching competence lies in its ability to enable teachers to provide effective instruction, use learner-centered approaches, and improve students' academic outcomes. Silverio and Guhao Jr. (2024) asserted that self-efficacy, the organizational environment, and motivation for work tasks significantly influence teachers' teaching competence and instructional effectiveness. Likewise, Aguilon and Guhao Jr. (2024) underscored that strong teaching performance and practices that foster creativity positively affect students' academic achievement. Additionally, König, Jäger-Biela, and Glutsch (2021) clarified that teaching competence supports teachers' flexibility and improves instructional quality in contemporary educational contexts, while Blömeke, Gustafsson, and Shavelson (2022) observed that teaching competence is strongly linked to teaching effectiveness and student learning outcomes.

Teacher commitment is strongly connected to teaching competence because dedicated teachers are more inclined to improve their instructional methods and foster meaningful student learning continually. Teachers who show strong commitment generally display greater engagement in their work, better instructional effectiveness, and more adaptability to the varied needs of learners. Guhao, Jr. (2022) highlighted the favorable impact of work engagement on teachers' professional effectiveness and teaching performance, while Fitriani, Fahrurrozi, and Hasanah (2022) discovered that teacher commitment and professional competence contribute to effective teaching. Nevertheless, Cabigao (2019) reported different results, showing that only specific aspects of organizational commitment were significantly associated with instructional competence. This indicates that although teacher commitment is a key factor, its effect on teaching competence may vary depending on the specific aspect of commitment and the educational setting.

Research has documented varying degrees of teacher commitment across different educational environments. Baog and Cagape (2022) discovered that public secondary school teachers in Davao City exhibited a high level of work commitment, showing strong devotion to their profession, students, schools, and teaching duties. Likewise, Jacinto (2022) observed a high level of commitment among public junior high school teachers. On the other hand, Velasco and Baer (2022) found that senior high school teachers displayed a moderate level of professional commitment, suggesting that teachers' commitment may vary with their educational environment and professional contexts. These differing results emphasize the importance of studying teacher commitment within particular school contexts.

Professional development is closely tied to teaching competence because ongoing learning and training can help teachers improve their knowledge, instructional methods, and teaching effectiveness. Gastanes and Guhao, Jr. (2024) indicated that empowering leadership, informal learning in the workplace, and instructional management positively influence teachers' efforts toward professional development. Similarly, Darling-Hammond, Hyler, and Gardner (2020) emphasized that effective professional development can enhance instructional practices and student learning outcomes, while Ulla and Perales (2021) noted that continuous professional development enables teachers to refine their teaching skills and adapt to evolving educational demands. However, Padillo, Manguilimotan, Capuno, and Espina (2021) reported contrasting results, finding no significant association between teachers' professional development activities and their teaching competencies, implying that merely participating in professional development might not automatically enhance pedagogical competence.

Research has documented varying levels of teachers' professional development across educational settings. Judilla and Rellon (2022) observed that public school teachers exhibited high involvement in

professional development trainings, reflecting strong engagement in activities aimed at boosting teaching capacity. Likewise, Quilapio and Callo (2022) noted considerable gains in teachers' professional development and pedagogical abilities after participating in in-service training programs. On the other hand, Oestar (2021) found that teachers showed varied levels of engagement in continuing professional development activities, with online learning attracting the most participation and formal learning the least. These results imply that teachers' involvement in professional development may vary depending on the type of learning opportunity and the circumstances under which it is offered.

Work motivation is closely linked to pedagogical competence, as motivated teachers tend to refine their teaching approaches, pursue learning opportunities, and enhance their instructional performance. Geolina and Guhao Jr. (2021) emphasized that public service motivation positively influences educators' sense of duty and professional involvement in educational settings. Similarly, Caballero and Guhao Jr. (2020) highlighted that organizational commitment and motivation lead to better work performance and professional effectiveness. Furthermore, Han and Yin (2021) pointed out that teacher motivation has a substantial impact on teaching quality, instructional practices, and professional competence. However, Ortega Jr. and Sumayo (2024) reported conflicting findings, discovering that teachers' motivation did not significantly influence the pedagogical competence of public elementary teachers instructing non-readers. This outcome suggests that motivation alone may not always lead to greater pedagogical competence, and other factors may also shape teachers' instructional abilities.

Studies have indicated different levels of work motivation among teachers across diverse educational contexts. Samaco (2022) discovered a very high level of work motivation among public and private secondary school teachers. In contrast, Silverio and Guhao Jr. (2024) also reported high levels of work-task motivation among public elementary school teachers. In contrast, Panadero, Fraile, Pinedo, Rodríguez-Hernández, Balerdi, and Díez (2022) observed a more moderate level of teacher motivation during emergency remote teaching, indicating that difficult working conditions may influence teachers' motivation. These findings suggest that work motivation can vary across educational contexts and teaching circumstances.

This study is grounded in Self-Determination Theory (SDT), developed by Deci and Ryan (1985), which posits that individuals become more motivated and effective when their needs for autonomy, competence, and relatedness are satisfied. SDT serves as the foundational theory, offering a cohesive framework for understanding the connections among teachers' work motivation, commitment, professional development, and pedagogical competence.

Several complementary perspectives support this framework. Bandura's Social Cognitive Theory (1997) highlights the interplay of personal factors, behavior, and the environment in influencing learning and performance. Terhart's 2021 view on teacher professionalism and professionalization underscores the significance of professional knowledge, reflective practice, and ongoing development in enhancing teaching quality. Furthermore, Constructivist Learning Theory, linked to Vygotsky (1978), highlights the importance of active engagement, collaboration, and meaningful experiences in building knowledge and competence.

Collectively, these viewpoints enhance SDT by providing a broader theoretical foundation for examining how teachers' commitment, professional growth, and work motivation relate to the development of pedagogical competence.

In this research, the conceptual framework, or hypothesized model, depicted in Figure 1, outlines the proposed relationships among teacher commitment, professional development, work motivation, and

pedagogical competence for public school teachers in the SOCCSKSARGEN Region. Informed by relevant theories and empirical research, the framework posits that teacher commitment, professional development, and work motivation directly influence pedagogical competence. It also suggests relationships among the exogenous variables, which were assessed using path model analysis to identify the pattern that best fits the data.

The study variables were represented using composite scores derived from their respective dimensions or indicators. These composite scores were used in the path analysis to examine the relationships among teacher commitment, professional development, work motivation, and pedagogical competence. As a result, the strength and significance of the regression paths between exogenous and endogenous variables were key elements of the investigation. Path analysis was used to test the proposed relationships and identify the model that best fits the data. As shown in the proposed model, rectangles denote the observed study variables, single-headed arrows indicate the hypothesized direct effects among variables, and double-headed arrows represent correlations among the exogenous variables. Through this framework, the study aims to identify the relationships and variables that meaningfully contribute to pedagogical competence among public school teachers.

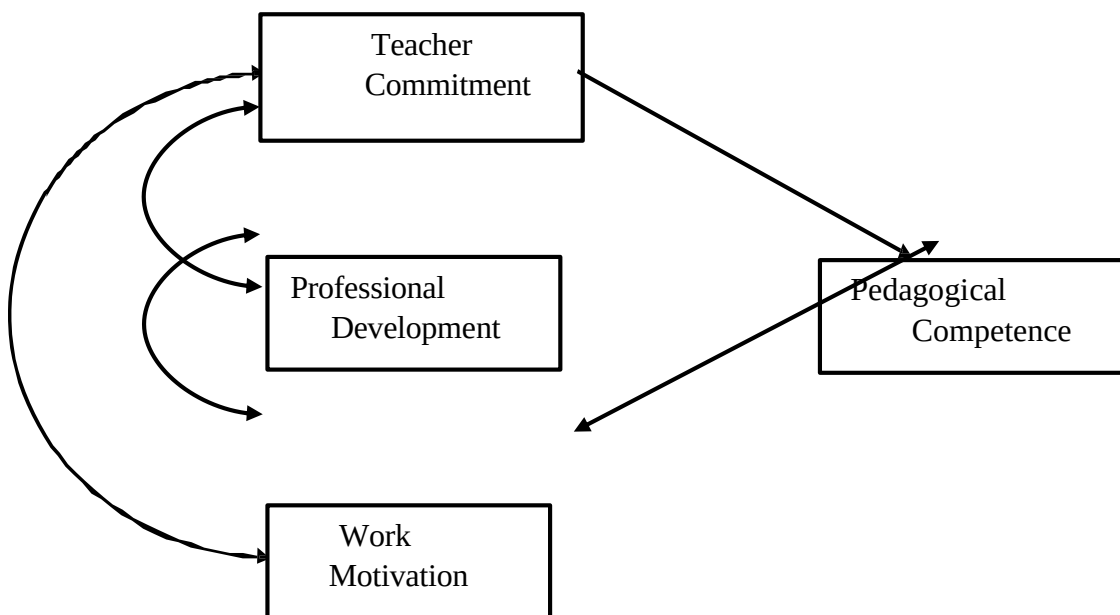


Figure 1. *The study's conceptual framework illustrates the hypothesized relationships among teacher commitment, professional development, work motivation, and pedagogical competence.*

The conceptual framework outlines the proposed connections among teacher commitment, professional development, work motivation, and pedagogical competence. The double-headed arrows show the expected correlations between the exogenous variables, whereas the single-headed arrows depict the hypothesized direct effects on pedagogical competence. The rectangles denote the observed variables or composite scores utilized in the path analysis.

The initial exogenous variable is teacher commitment, assessed through affective commitment, normative commitment, active continuance commitment, passive continuance commitment, and value commitment (Cabanilla, Pontillas, and Comon, 2024). The next exogenous variable, professional development,

includes three indicators: effectiveness of professional development, professional development needs, and barriers to professional development (Booth, Coldwell, Muller, Perry, and Zucollo, 2021). As stated by Desimone (2015), professional development enhances teachers' knowledge and instructional abilities, enabling them to refine their teaching methods and advance professionally.

The third exogenous variable, work motivation, comprises two observed indicators: intrinsic motivation and extrinsic motivation (Obispo, Bermudo, and Yango, 2023). According to Deci and Ryan (2020), work motivation is crucial in shaping employees' engagement, performance, and persistence toward achieving organizational objectives. In educational contexts, motivated teachers tend to show greater enthusiasm, dedication, and effectiveness in fulfilling their teaching duties.

The endogenous variable, pedagogical competence, includes seven observed indicators: social regard for learning, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages, and personal growth and professional development (Camral & Sumayo, 2025). As noted by Collie (2023), pedagogical competence is demonstrated by teachers' capacity to foster supportive learning environments, accommodate diverse learner needs, apply effective instructional and assessment strategies, and pursue ongoing professional development to improve teaching quality and student outcomes.

Even though earlier research has identified links among teacher commitment, professional development, work motivation, and pedagogical competence, prior studies have typically examined these factors separately or alongside other constructs. Pairat and Tantiado (2026) found that teacher work commitment significantly predicts teaching competence. In contrast, Canonoy and Napil (2025) examined the relationships among language assessment literacy, self-efficacy, work-task motivation, and pedagogical competence using structural equation modeling. In a similar vein, Silverio and Guhao (2024) looked into organizational climate, self-efficacy, and work-task motivation as predictors of pedagogical competence. Collectively, these investigations offer limited insight into the simultaneous assessment of teacher commitment, professional development, and work motivation in relation to pedagogical competence. This research gap holds particular significance in Region XII, where public schools operate across varied geographical and socioeducational settings and could benefit from locally based evidence on factors linked to teachers' pedagogical competence. Consequently, the current study examines the proposed relationships among these variables among public elementary school teachers in Region XII, using path model analysis to provide evidence that could guide context-sensitive teacher development and instructional support programs.

This research was initiated by the increasing need to bolster pedagogical competence among public school teachers, as effective instruction remains a key determinant of improved learner outcomes and educational standards. Evidence indicates that teacher commitment, professional development, and work motivation significantly enhance instructional effectiveness, professional growth, and teaching performance (Collie, 2023; Ryan & Deci, 2020). Given these conditions, it is vital to explore how these factors affect pedagogical competence to produce evidence-based insights that can support teacher development efforts, refine instructional approaches, and foster quality education in public schools.

A study that uses path analysis to examine how teacher commitment, professional development, work motivation, and pedagogical competence are related among public school teachers has not been widely conducted in the local setting. Most previous research has examined the connection among only two or three of these variables, often using correlational or regression methods. In this research, the investigator employed a multivariate path model to examine the direct and interrelated effects of the exogenous

variables on pedagogical competence. The results are expected to provide fresh insights into educational research and offer useful guidance for crafting teacher development programs and policies aimed at boosting instructional effectiveness, professional growth, and the overall quality of education.

The primary objective of the study is to identify the best-fit path model for pedagogical competence among public elementary school teachers. Specifically, the study intends to: (1) assess the level of teacher commitment in terms of affective commitment, normative commitment, active continuance commitment, passive continuance commitment, and value commitment; (2) assess the level of professional development in terms of the effectiveness of professional development, professional development needs, and barriers to professional development; (3) assess the level of work motivation in terms of intrinsic and extrinsic motivation; and (4) assess the level of pedagogical competence in terms of social regard for learning, the learning environment, diversity of learners, curriculum planning, assessing and reporting, community linkages, and personal growth and professional development.

Furthermore, to ascertain whether significant correlations exist between teacher commitment and pedagogical competence, between professional development and pedagogical competence, and between work motivation and pedagogical competence. Finally, the study will identify the best-fit path model for pedagogical competence based on the exogenous variables: commitment, professional development, and work motivation.

Additionally, the following null hypotheses will be tested at the 0.05 significance level: (1) there is no significant relationship between teacher commitment and pedagogical competence; (2) there is no significant relationship between professional development and pedagogical competence; (3) there is no significant relationship between work motivation and pedagogical competence; and (4) there is no best-fit path model that explains the relationships among the study variables and pedagogical competence among public elementary school teachers. This research aligns with Sustainable Development Goal 4 (Quality Education), especially the aim of enhancing teacher quality and professional growth. The results could assist the Department of Education, Region XII, and other education policymakers by providing evidence to inform teacher development policies and support initiatives. School heads and education supervisors might use the findings to develop targeted professional development and motivation-boosting programs tailored to teachers' needs. Teachers could also gain from understanding factors linked to pedagogical competence that support their professional advancement and teaching methods. Lastly, future researchers could draw on these findings for additional studies of teacher-related factors and pedagogical competence across different educational settings.

2. Method

This section provides a thorough overview of the research methodology, covering the research design, study participants, research instruments, data collection procedures, and the techniques used to conduct the study.

Research Respondents

The research was carried out in Region XII (SOCCSKSARGEN), which is in the south-central part of Mindanao, Philippines. The area comprises the provinces of Cotabato, Sarangani, South Cotabato, and Sultan Kudarat, along with the cities of General Santos, Kidapawan, Koronadal, and Tacurong, with Koronadal City serving as its regional administrative hub. The research involved public elementary school teachers employed by the Department of Education (DepEd), with a target population of 22,953 permanent teachers across the region. A sample of 400 respondents was identified using the Raosoft Sample Size

Calculator. Proportionate stratified random sampling was applied by splitting the population into eight strata according to the Schools Division Offices and randomly choosing respondents in proportion to each division's population size, thus ensuring representation across the region (Creswell & Creswell, 2018). The sample was distributed proportionally as follows: General Santos City (47), Sarangani (62), Koronadal City (15), South Cotabato (71), Tacurong City (9), Sultan Kudarat (72), Kidapawan City (14), and Cotabato Province (110).

The required sample size of 400 respondents was established using the Raosoft Sample Size Calculator, based on a target population of 22,953 public elementary school teachers, with a 95% confidence level, a 5% margin of error, and a 50% response distribution. An adequate sample size contributes to better representativeness and generalizability of survey results (Ahmed, 2024). To reach the required sample size, selected respondents received follow-up reminders. If respondents did not respond or withdrew, replacements were selected using the same random sampling method from the remaining eligible teachers within the corresponding Schools Division Office or stratum. This method preserved the proportional allocation and random selection process while ensuring the required sample size was met.

The research covered permanent public elementary school teachers occupying the roles of Teacher I, Teacher II, Teacher III, Master Teacher I, Master Teacher II, and Master Teacher III within the Department of Education. Educators of all genders who willingly agreed to participate and completed the research questionnaire met the participation criteria. Those not included were Head Teachers, School Heads, former or resigned DepEd staff, contractual instructors, and teachers working at private institutions.

Regarding professional rank, the largest share of respondents was Teacher I (155, 38.75%), followed by Teacher III (100, 25.00%) and Teacher II (84, 21.00%). The other respondents were Master Teacher I (47, 11.75%), Master Teacher II (9, 2.25%), and Master Teacher III (5, 1.25%).

Teaching experience was included in the respondents' demographic profiles to provide context for their professional histories. Most respondents had 7–10 years of teaching experience (91, 22.75%), followed by those with 1–3 years of service (64, 16.00%). The remaining respondents had varying lengths of teaching experience, indicating that the study included teachers with a range of professional backgrounds.

Materials and Instrument

The main data for this study were collected through a structured survey questionnaire designed to meet the research goals. The tool consisted of four adapted questionnaires assessing teacher commitment, professional development, work motivation, and pedagogical competence. These questionnaires were adapted from previously validated instruments and adjusted as needed to fit the context of public elementary school teachers under the Department of Education (DepEd), Region XII. Before the actual data collection, the adapted questionnaire was pilot tested with fifty public elementary school teachers from Malapatan Central Elementary School, Division of Sarangani, who were not part of the final study sample. The pilot testing involved administering the questionnaire to the selected respondents and assessing the instrument's clarity, suitability, and reliability. Findings from the pilot test were used to improve the questionnaire before it was given to the actual respondents.

The first questionnaire assessed teacher commitment and was adapted from Cabanilla, Pontillas, and Comon (2024), titled "Teachers' Commitment and Their Performance in Naawan District, Misamis Oriental." The questionnaire contained 25 items spread across five dimensions: affective commitment, normative commitment, active continuance commitment, passive continuance commitment, and value commitment.

The second survey evaluated professional development and was adapted from Booth, Coldwell, Muller, Perry, and Zucollo (2021). It included 15 items that covered three dimensions: effectiveness of professional development, professional development needs, and barriers to professional development.

The third questionnaire, which evaluated work motivation, was adapted from Obispo, Bermudo, and Yango (2023), titled Organizational Communication, Work Motivation and Pedagogical Competence of Public Elementary Teachers. The instrument measured two areas: intrinsic motivation and extrinsic motivation.

The fourth questionnaire, which assessed pedagogical competence, was adapted from Camral and Sumayo (2025) and titled "Continuing Professional Engagement and Pedagogical Competence of Public Elementary Teachers." It included 35 items spread across seven domains: social regard for learning, learning environment, diversity of learners, curriculum, planning, assessing and reporting, community linkages, and personal growth and professional development.

Before it was administered, the research tool underwent content validation by five internal validators and one external validator who had expertise in educational research and instrument development. The experts' ratings produced an overall mean score of 4.55, reflecting a very high level of validity. Their suggestions were integrated to further improve the instrument before pilot testing.

After content validation, a pilot test was conducted to assess the reliability of the four study variables. Cronbach's alpha coefficient was used to evaluate internal consistency. The pilot test produced Cronbach's alpha values of .954 for teacher commitment, .804 for professional development, .854 for work motivation, and .987 for pedagogical competence. Because all values were above the recommended .70 threshold, the four instruments showed good to excellent internal consistency and were deemed reliable for the main study.

To ensure consistent data analysis, a standardized five-point Likert scale was applied to all variables. Mean scores were categorized as follows: 4.21–5.00, Very High; 3.41–4.20, High; 2.61–3.40, Moderate; 1.81–2.60, Low; and 1.00–1.80, Very Low. The response choices were 5 – Strongly Agree, meaning the indicator was very highly observed or consistently present; 4 – Agree, meaning it was highly observed or frequently present; 3 – Neutral, meaning it was moderately observed or occasionally present; 2 – Disagree, meaning it was slightly observed or infrequently present; and 1 – Strongly Disagree, meaning it was very slightly observed or rarely present.

The panel of experts was likewise constituted to ensure compliance with the university's research ethics requirements and to uphold the integrity and credibility of the research process.

Design and Procedure

This research used a quantitative, non-experimental, descriptive-correlational approach to explore the connections among teacher commitment, professional development, work motivation, and pedagogical competence, without altering any variables. This approach was suitable for describing variable levels and exploring their relationships using numerical data and statistical methods (Creswell & Creswell, 2018).

More specifically, the study applied Path Analysis using composite scores derived from respondents' survey responses. Path Analysis was used to test the proposed relationships and direct effects among the observed variables, as well as to assess theoretically grounded models representing how these variables relate. The analysis did not assume any mediating effects unless an indirect relationship was explicitly hypothesized and tested.

Before starting the study, the researcher received ethical approval from the University of Mindanao Ethics Review Committee (UMERC) under Protocol No. UMERC-2026-066. After receiving ethical approval,

the research instruments underwent pilot testing and were revised based on the validation and pilot testing outcomes. The researcher then got permission from the Department of Education (DepEd) Regional Office XII through a request letter endorsed by the research adviser. The approved request was then sent to the eight Schools Division Offices in Region XII.

Once all necessary permissions were obtained, the questionnaires were duplicated and distributed to the selected respondents. The distribution and collection of the questionnaires were coordinated with the relevant Schools Division Offices and schools to ensure a smooth data gathering process. Before the questionnaires were administered, respondents were informed of the study's purpose, that participation was voluntary, and that they could decline or stop at any time without penalty. All respondents gave informed consent before they took part. Data were gathered in the fourth quarter of School Year 2025–2026, from January to March 2026. When respondents did not respond or withdrew, replacement respondents were selected from the remaining eligible teachers within the same stratum using the established random sampling method to maintain proportional representation across the Schools Division Offices.

The gathered data were checked, coded, organized into tables, and analyzed using appropriate statistical methods. Mean and standard deviation were used to describe the levels of teacher commitment, professional development, work motivation, and pedagogical competence. The Pearson Product–Moment Correlation Coefficient (Pearson's r) was used to assess the strength and direction of relationships among the study variables, in accordance with its assumptions (Dancey & Reidy, 2020).

Path Analysis was then used to test the hypothesized relationships among the composite observed variables and to evaluate the proposed path models. The creation and adjustment of alternative models were informed by the study's conceptual framework, pertinent theories, empirical data, and statistical outcomes, rather than solely by the strength of correlations. The fit of the models was evaluated using several goodness-of-fit indicators, such as the chi-square statistic relative to degrees of freedom (χ^2/df), Goodness-of-Fit Index (GFI), Tucker–Lewis Index (TLI), Comparative Fit Index (CFI), and Root Mean Square Error of Approximation (RMSEA). The indices were considered together when assessing how well the model fit. Typical benchmarks indicate that CFI and TLI values of .90 or above, along with RMSEA values below .08, signify an acceptable fit, though these thresholds should be weighed alongside theoretical and substantive factors (Hu & Bentler, 1999; Kline, 2023).

During the research, the investigator adhered to the ethical guidelines and protocols established by the University of Mindanao Ethics Review Committee (UMERC). Participation was optional, and respondents provided informed consent prior to joining the study. In accordance with the Data Privacy Act of 2012, participants' identities and responses were kept confidential, and the data collected were used exclusively for research purposes. The research data were kept securely in password-protected files accessible only to the researcher. They will be retained and then discarded in accordance with the University's research ethics and data management policies. Every source referenced in the study was properly cited and recognized.

3. Result And Discussion

This section outlines the study's results and findings. The initial part details the extent of teacher commitment, professional development, work motivation, and pedagogical competence. Meanwhile, the second part highlights the importance of the connections among teacher commitment, professional development, work motivation, and pedagogical competence. Subsequently, the third part showcases the

various generated Path Models about the pedagogical competence of public elementary school teachers under the Department of Education, Region XII.

Teachers' Commitment

Table 1 showed that the overall average score for teachers' commitment level was 4.57, interpreted as Very High, suggesting that teachers consistently demonstrate dedication, loyalty, and responsibility in carrying out their professional tasks. Among the indicators, Value Commitment had the highest average, indicating that teachers strongly uphold the professional values, beliefs, and ethical standards that guide their teaching methods. This result indicates that teachers' commitment is especially evident in their adherence to the principles and benchmarks of the teaching profession.

Among the dimensions of teacher commitment, Affective Commitment scored the highest, showing that teachers have a strong emotional bond with and sense of belonging to their profession. Normative Commitment came next, reflecting a strong sense of moral duty and responsibility to continue teaching. Passive Continuance Commitment also received a very high rating, indicating that teachers are ready to stay in their current roles even when faced with difficulties.

On the other hand, Active Continuance Commitment had the lowest average among the dimensions, yet it still fell within the Very High range. This lower score might suggest that although teachers are highly committed to their profession, they may be less eager to go the extra mile or make deliberate sacrifices to maintain their current professional standing. Therefore, this finding highlights an area that may need greater focus, particularly in providing opportunities, support, and rewards that motivate teachers to strengthen their long-term dedication to the profession actively.

Table 1
Level of Teachers' Commitment

Indicator	SD	Mean	D.E.
Affective Commitment	0.388	4.67	Very High
Normative Commitment	0.390	4.61	Very High
Active Continuance Commitment	0.551	4.41	Very High
Passive Continuance Commitment	0.535	4.48	Very High
Value Commitment	0.417	4.70	Very High
Overall	0.365	4.57	Very High

To maintain the very high level of teachers' dedication, it is crucial to create a supportive school environment that enhances their emotional connection to the profession and reinforces shared educational principles. Equally crucial is offering chances for meaningful involvement, career advancement, and transparent dialogue, which helps teachers stay engaged and committed to their duties. School leaders ought to acknowledge teachers' efforts, ensure fairness in decision-making, and cultivate a climate of trust and mutual respect. Additionally, duties, resources, and growth opportunities should be allocated fairly to bolster teachers' commitment and support the achievement of educational objectives.

These results align with earlier research by Guhao, Jr. (2022), Cabayag and Guhao, Jr. (2024), and Fitriani, Fahrurrozi, and Hasanah (2022). Guhao, Jr. (2022) identified a robust link between teacher commitment and professional well-being, underscoring the importance of this relationship for teachers' positive professional experiences. Similarly, Cabayag and Guhao, Jr. (2024) noted a robust link between teacher commitment and job satisfaction, emphasizing its role in fostering positive work-related experiences.

Furthermore, Fitriani, Fahrurrozi, and Hasanah (2022) found a robust link between teacher commitment and instructional effectiveness, highlighting its importance for teachers' classroom performance. Collectively, these studies corroborate the current finding that the very high level of teacher commitment signifies teachers' strong devotion to their profession and duties.

Professional Development

Table 2 showed that the overall professional development level among elementary school teachers was 4.21, interpreted as Very High, indicating that the respondents consistently demonstrate professional development practices. Among the indicators, Effectiveness had the highest mean, implying that teachers view professional development activities as successful in improving their knowledge, skills, and teaching methods. Needs also received a Very High rating, showing that teachers strongly acknowledge the importance of lifelong learning and professional advancement.

On the other hand, Barriers had the lowest mean and were rated as High. This indicates that while teachers generally have positive experiences with professional development opportunities, certain obstacles may still limit their participation and progress. The lower rating could indicate limitations such as limited time, heavy workloads, limited access to training, or other practical issues that might prevent teachers from fully participating in professional development activities. Therefore, overcoming these barriers could further enhance teachers' engagement in ongoing professional learning and development.

Table 2
Level of Professional Development

Indicators	SD	Mean	D.E.
Effectiveness	0.454	4.65	Very High
Needs	0.581	4.59	Very High
Barriers	1.023	3.40	High
Overall	0.402	4.21	Very High

Sustaining an exceptionally high standard of professional growth requires providing teachers with meaningful learning opportunities that enhance their skills and teaching methods. It is just as important to address their professional learning needs through ongoing training, coaching, and collaborative learning activities. Schools must also address obstacles that could hinder participation in professional development by ensuring sufficient resources, time, and administrative support. Furthermore, fostering a culture that prizes continuous learning and improvement can motivate teachers to adopt new ideas and boost their professional performance.

The results align with earlier studies by Gastanes and Guhao, Jr. (2024), Darling-Hammond, Hyler, and Gardner (2020), and Ulla and Perales (2021). Gastanes and Guhao, Jr. (2024) discovered that professional development correlates with enhanced teaching effectiveness, whereas Darling-Hammond, Hyler, and Gardner (2020) stressed that effective professional development improves teachers' knowledge and instructional methods. In a similar vein, Ulla and Perales (2021) underscored the significance of professional development in fostering teachers' professional learning and advancement. These outcomes corroborate the current finding, suggesting that the teachers' very high level of professional development mirrors their strong commitment to ongoing learning and refinement of their teaching approaches.

Work Motivation

According to Table 3, the average work motivation level among elementary teachers was 4.37, categorized as Very High, indicating that the respondents consistently exhibited motivation-related behaviors. Among the indicators, Intrinsic Motivation received the highest score, implying that teachers are strongly influenced by personal satisfaction, a passion for teaching, and a feeling of achievement in their work. This suggests that internal motivators are crucial in maintaining teachers' enthusiasm and dedication to their professional duties.

On the other hand, Extrinsic Motivation got the lowest score and was classified as High. This indicates that while external factors such as rewards, recognition, incentives, and other reinforcements contribute to teacher motivation, they appear to have less impact than internal factors. The comparatively low score may suggest that teachers do not primarily rely on external rewards to carry out their responsibilities, highlighting the need to foster work environments that boost intrinsic motivation while still offering appropriate recognition and incentives to sustain ongoing motivation.

Table 3
Level of Work Motivation

Indicators	SD	Mean	D.E.
Intrinsic Motivation	0.505	4.56	Very High
Extrinsic Motivation	0.674	4.17	High
Overall	0.466	4.37	Very High

Work motivation encompasses both internal and external factors that drive teachers to carry out their duties effectively and remain dedicated to their profession. Intrinsic motivation arises from teachers' personal fulfillment, enthusiasm for teaching, and their aim to influence students positively. Conversely, extrinsic motivation is shaped by external factors such as recognition, assistance, rewards, and opportunities for professional growth. Motivated teachers tend to show greater zeal, persistence, and commitment in fulfilling their duties, which enables them to affect student learning and the school's overall success positively.

These results align with earlier research by Geolina and Guhao Jr. (2021), Caballero and Guhao Jr. (2020), and Han and Yin (2021). Geolina and Guhao Jr. (2021) discovered that teachers' work motivation is closely linked to their professional involvement and performance. In a similar vein, Caballero and Guhao Jr. (2020) underscored the significance of motivation in maintaining teachers' commitment and effectiveness in their professional duties. Furthermore, Han and Yin (2021) noted that teacher motivation plays a key role in fostering teachers' professional engagement and teaching effectiveness. Collectively, these studies corroborate the current finding that exceptionally high levels of work motivation, especially intrinsic motivation, reflect teachers' strong passion and commitment to their profession.

Pedagogical Competence

Table 4 indicates that elementary teachers' overall pedagogical competence was 4.72, interpreted as Very High, indicating that the respondents consistently met the competencies expected in their teaching practice. Among the indicators, Planning, Assessing, and Reporting received the highest rating, suggesting that teachers are particularly skilled at designing instruction, evaluating learners' progress, and

communicating learning outcomes. This demonstrates their capacity to effectively organize teaching and assessment practices to help achieve learning objectives.

Personal Growth and Professional Development came next, showing that teachers actively engage in ongoing learning and professional development. Learning Environment and Diversity of Learners also earned very high ratings, showing teachers' capability to create supportive, inclusive, and learner-centered classrooms. Curriculum and Community Linkages were also rated Very High, indicating effective curriculum implementation and meaningful collaboration with parents and the wider community. On the other hand, Social Regards for Learning received the lowest rating, though it still fell within the Very High level. This implies that while teachers consistently encourage positive attitudes, values, and dispositions toward learning, there may be more room for improvement in this area. Putting greater emphasis on fostering learners' appreciation for learning, perseverance, responsibility, and positive attitudes toward academic tasks could further enhance teachers' overall pedagogical competence.

These findings reflect the teachers' remarkably high pedagogical competence, especially in planning, assessment, and reporting. The minor differences among the indicators suggest that although teachers show excellence in all domains, their strongest competencies lie in instructional planning and learner assessment, which are vital elements of quality teaching and learning.

Table 4
Level of Pedagogical Competence

Indicators	SD	Mean	D.E.
Social Regards for Learning	0.455	4.63	Very High
Learning Environment	0.412	4.73	Very High
Diversity of Learners	0.404	4.73	Very High
Curriculum	0.428	4.72	Very High
Planning, Assessing and Reporting	0.413	4.77	Very High
Community Linkages	0.497	4.69	Very High
Personal Growth and Professional	0.402	4.75	Very High
Overall	0.375	4.72	Very High

In terms of pedagogical competence, teachers demonstrate the knowledge, skills, and professional practices needed to support effective learning. They establish positive learning environments, address the varied needs of learners, and apply curriculum standards using suitable instructional methods. Additionally, they carry out effective planning, assessment, and reporting practices that contribute to student success. Teachers also build strong ties with the community and engage in ongoing personal and professional development, which helps them improve the quality of instruction and foster meaningful learning experiences.

These results align with recent research by Silverio and Guhao Jr. (2024), Aguilon and Guhao Jr. (2024), and Dumaguing and Yango (2023), which underscore the significance of pedagogical competence in effective teaching. Silverio and Guhao Jr. (2024) found that pedagogical competence is associated with enhanced instructional effectiveness and greater responsiveness to learners' diverse needs. Likewise, Aguilon and Guhao Jr. (2024) noted that teachers with strong pedagogical competence are better able to promote creativity and meaningful learning experiences. Furthermore, Dumaguing and Yango (2023)

highlighted the importance of pedagogical competence in improving teachers' classroom practices and professional performance. Overall, these studies reinforce the current finding that the teachers' very high pedagogical competence indicates their ability to provide effective, inclusive, and learner-centered instruction.

Correlation between Levels of Teachers' Commitment and Pedagogical Competence

Table 5 showed a notable positive link between teachers' commitment and pedagogical competence, with an overall correlation coefficient of 0.704 ($p < .001$). This outcome implies that greater levels of teachers' commitment correspond to greater levels of pedagogical competence across various areas. Among the aspects of teachers' commitment, Value Commitment had the strongest association with overall pedagogical competence ($r = 0.701$, $p < .001$), indicating that firmer adherence to professional values and principles is linked to enhanced pedagogical competence.

Given that the probability value was below the 0.05 significance threshold, the null hypothesis was rejected. Consequently, a meaningful positive relationship existed between teachers' commitment and pedagogical competence. This outcome suggests that teachers with greater commitment tend to exhibit greater pedagogical competence.

In a similar vein, Passive Continuance Commitment ($r = 0.634$, $p < .001$) and Active Continuance Commitment ($r = 0.512$, $p < .001$) were meaningfully and positively related to overall pedagogical competence. Moreover, teachers' commitment was meaningfully linked to every dimension of pedagogical competence, with Personal Growth and Professional Development correlating at $r = 0.655$ ($p < .001$) and Social Regard for Learning correlating at $r = 0.617$ ($p < .001$). Taken together, these results show that teachers' commitment is meaningfully and positively associated with their pedagogical competence, especially in areas related to professional development and favorable views of learning.

These outcomes align with the research of Robandi, Setiawardani, and Apriyanto (2025), Dumaguing and Yango (2023), Guhao, Jr. (2022), and Cabayag and Guhao, Jr. (2024), which underscore the significance of teacher commitment and professional competence in educators' work. Robandi, Setiawardani, and Apriyanto (2025) highlighted the connection between teacher commitment and professional competence, whereas Dumaguing and Yango (2023) emphasized the importance of pedagogical competence for effective teaching. Likewise, Guhao, Jr. (2022) found that teacher commitment is associated with favorable professional outcomes, and Cabayag and Guhao, Jr. (2024) noted its association with teachers' professional experiences. These outcomes reinforce the current finding that increased teacher commitment is meaningfully and positively associated with enhanced pedagogical competence, particularly in educators' professional activities and ongoing growth.

Table 5: Significance on the Relationship between Levels of Teachers' Commitment and Pedagogical Competence

Teachers' Commitment	Pedagogical Competence							
	Social Regard for Learning	Learning Environment	Diversity of Learners	Curriculum	Planning, Assessing and Reporting	Community Linkages	Personal Growth and Professional	Overall

Affective Commitment	.450* (0.000)	.398* (0.000)	.412* (0.000)	.400* (0.000)	.453* (0.000)	.513* (0.000)	.435* (0.000)	.504* (0.000)
Normative Commitment	.368* (0.000)	.377* (0.000)	.410* (0.000)	.409* (0.000)	.338* (0.000)	.412* (0.000)	.434* (0.000)	.451* (0.000)
Active Continuance Commitment	.467* (0.000)	.416* (0.000)	.443* (0.000)	.428* (0.000)	.473* (0.000)	.396* (0.000)	.509* (0.000)	.512* (0.000)
Passive Continuance Commitment	.605* (0.000)	.575* (0.000)	.535* (0.000)	.527* (0.000)	.543* (0.000)	.487* (0.000)	.604* (0.000)	.634* (0.000)
Value Commitment	.545* (0.000)	.655* (0.000)	.643* (0.000)	.632* (0.000)	.608* (0.000)	.590* (0.000)	.611* (0.000)	.701* (0.000)
Overall	.617* (0.000)	.609* (0.000)	.612* (0.000)	.600* (0.000)	.609* (0.000)	.594* (0.000)	.655* (0.000)	.704* (0.000)

*Significant at 0.05 significance level.

Correlation between Levels of Professional Development and Pedagogical Competence

Table 6 showed a significant positive link between professional development and pedagogical competence among elementary teachers, with an overall correlation coefficient of $r = 0.318$ ($p < .001$). This suggests that increased professional development is linked to increased pedagogical competence. Among the professional development dimensions, Effectiveness had the strongest positive association with overall pedagogical competence ($r = 0.624$, $p < .001$), indicating that teachers' views of effective professional development are strongly tied to their pedagogical competence.

Given that the probability value fell below the 0.05 significance threshold, the null hypothesis, which claimed no significant relationship between professional development and pedagogical competence, was rejected. Thus, the alternative hypothesis was accepted, indicating a notable positive relationship between the two variables. This result implies that teachers who report more involvement in professional development tend to show greater pedagogical competence.

Among the professional development dimensions, Needs showed a positive and significant relationship with overall pedagogical competence ($r = 0.385$, $p < .001$), indicating that a stronger awareness of professional learning needs is associated with higher pedagogical competence. Conversely, Barriers showed a weak but significant negative relationship with pedagogical competence ($r = -0.120$, $p = .016$), suggesting that higher perceived barriers to professional development are linked to lower pedagogical

competence. In general, the results show that professional development is significantly related to pedagogical competence, while perceived barriers are inversely related to teachers' competence.

These outcomes align with the research of Gastanes and Guhao, Jr. (2024), Ulla and Perales (2021), Sims and Fletcher-Wood (2021), and König, Jäger-Biela, and Glutsch (2021), which highlight the link between professional development and teachers' professional competence. Gastanes and Guhao, Jr. (2024) discovered that professional development is significantly associated with teachers' competence and professional performance. Likewise, Ulla and Perales (2021) emphasized the role of professional learning in fostering teachers' ongoing professional development. Furthermore, Sims and Fletcher-Wood (2021) noted that effective professional development is linked to improved teaching practices, while König, Jäger-Biela, and Glutsch (2021) emphasized the importance of professional learning for teachers' instructional competence.

These results corroborate the current finding that professional development is significantly and positively related to pedagogical competence, whereas perceived barriers show a weak negative relationship.

Table 6: Significance on the Relationship between Level of Professional Development and Pedagogical Competence

Professional Development	Pedagogical Competence							
	Social Rega rds for Lear ning	Learn ing Envir onme nt	Diver sity of Lear ners	Curricu lum	Plannin g, Assessin g and Reporti ng	Commu nity Linkage s	Persona l Growth and Professi onal	Overall
Effecti veness	.574* (0.00 0)	.519* (0.000)	.568* (0.000)	.551* (0.000)	.537* (0.000)	.510* (0.000)	.553* (0.000)	.624* (0.000)
Needs	.371* (0.00 0)	.320* (0.000)	.353* (0.000)	.340* (0.000)	.297* (0.000)	.317* (0.000)	.352* (0.000)	.385* (0.000)
Barrier s	-.122 * (0.01 5)	-.127* (0.011)	-.172* (0.001)	-.109* (0.030)	-.059 (0.240)	-.070 (0.162)	-.084 (0.095)	-.120* (0.016)
Overall	.291* (0.00 0)	.242* (0.000)	.237* (0.000)	.279* (0.000)	.295* (0.000)	.286* (0.000)	.307* (0.000)	.318* (0.000)

*Significant at 0.05 significance level

Correlation between Levels of Work Motivation and Pedagogical Competence

The study results revealed a strong positive association between work motivation and teaching competence among elementary school teachers. Intrinsic Motivation showed the strongest link to overall teaching

competence ($r = 0.504$, $p < .001$), suggesting that teachers' internal drive, passion, and personal fulfillment in teaching are associated with higher levels of teaching competence. Intrinsic Motivation also showed its strongest connection to Social Regards for Learning ($r = 0.514$, $p < .001$), implying that higher intrinsic motivation is linked to more pronounced positive attitudes and values toward learning.

Because the probability value fell below the 0.05 significance level, the null hypothesis, which claimed no significant relationship between work motivation and teaching competence, was rejected. Therefore, the alternative hypothesis was accepted, pointing to a significant positive relationship between work motivation and teaching competence among elementary school teachers. This outcome suggests that teachers who are more motivated at work, especially through intrinsic motivation, tend to exhibit greater teaching competence.

In the same way, Extrinsic Motivation was significantly and positively associated with overall teaching competence ($r = 0.396$, $p < .001$), indicating that external motivators such as recognition, rewards, and incentives are also related to teachers' teaching competence. Among the aspects of teaching competence, Community Linkages had the strongest link with Extrinsic Motivation ($r = 0.459$, $p < .001$). In summary, the results show that both intrinsic and extrinsic motivation are significantly associated with teaching competence, with intrinsic motivation showing the stronger association.

These results align with research by Blömeke, Gustafsson, and Shavelson (2022), Aguilon and Guhao Jr. (2024), Geolina and Guhao Jr. (2021), and Caballero and Guhao Jr. (2020), which underscore the significance of teachers' motivation and competence in professional practice. Blömeke, Gustafsson, and Shavelson (2022) highlighted the connection between teachers' competence and the quality of their instructional methods. Likewise, Aguilon and Guhao Jr. (2024) discovered that teacher motivation is linked to teaching practices that foster creativity. Furthermore, Geolina and Guhao Jr. (2021) noted that work motivation is associated with teachers' professional engagement, while Caballero and Guhao Jr. (2020) emphasized its connection to professional performance.

These results imply that teachers' motivation and professional skills are closely tied to their engagement in and execution of instructional duties. This current finding reinforces that viewpoint by demonstrating that intrinsic motivation is significantly and positively associated with teaching competence among elementary school teachers. This could suggest that teachers who are intrinsically motivated to carry out their professional roles are more likely to demonstrate the knowledge, skills, and instructional methods required for teaching.

The alignment of this finding with the cited studies strengthens the notion that motivation and competence are key elements of effective professional practice, while acknowledging that the correlational result shows an association rather than a causal link.

Table 7: Significance on the Relationship between Levels of Work Motivation and Pedagogical Competence

Professional Development	Pedagogical Competence							
	Social Regards for Learning	Learning Environment	Diversity of Learners	Curriculum	Planning, Assessing and	Community Linkages	Personal Growth and Professional	Overall

					Reporti ng			
Effectiveness	.574* (0.000)	.519* (0.000)	.568* (0.000)	.551* (0.000)	.537* (0.000)	.510* (0.000)	.553* (0.000)	.624* (0.000)
Needs	.371* (0.000)	.320* (0.000)	.353* (0.000)	.340* (0.000)	.297* (0.000)	.317* (0.000)	.352* (0.000)	.385* (0.000)
Barriers	-.122* (0.015)	-.127* (0.011)	-.172* (0.001)	-.109* (0.030)	-.059 (0.240)	-.070 (0.162)	-.084 (0.095)	-.120* (0.016)
Overall	.291* (0.000)	.242* (0.000)	.237* (0.000)	.279* (0.000)	.295* (0.000)	.286* (0.000)	.307* (0.000)	.318* (0.000)

*Significant at 0.05 significance level.

Best Path Model on Pedagogical Competence

Aligning the data with the initially suggested model shown in Figure 1 requires some adjustments. The study provided three generated path models. All included indices must fall within their acceptable ranges to determine the best model. The p-value should be above 0.05, and the ratio of the Chi-Square Value to the Degrees of Freedom should be between 0 and 2. The associated P-close value should exceed 0.05, while the Root Mean Square Error Approximation should be below 0.05. Other indices, including the Tucker-Lewis Index, the Goodness-of-Fit Index, the Comparative Fit Index, and the Normed Fit Index, must all be above 0.95.

Generated Model 1. Figure 2 presents the resulting Path Model 1. The study shows how teachers' commitment and work motivation, both exogenous variables, are related to each other and the final development. Pedagogical competence was directly affected by professional development and work motivation. The model also depicts the direct impact of teachers' commitment on professional development, emphasizing the interconnections among the variables in improving pedagogical competence among public school teachers.

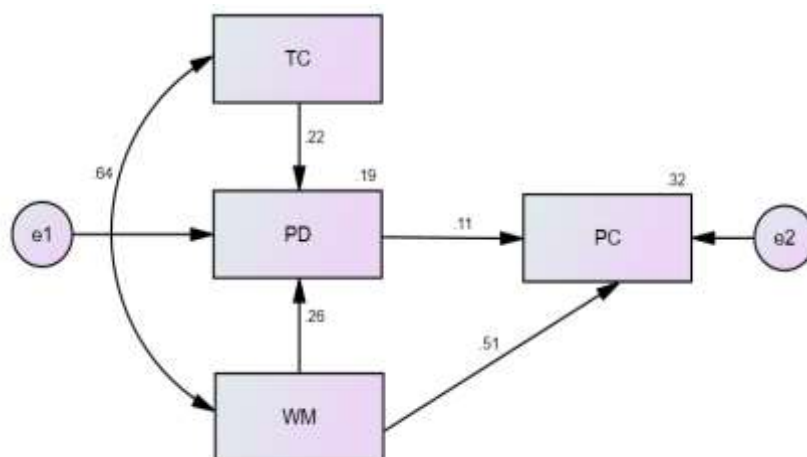


Figure 2: Path Analysis Model 1 in Standardized Solution

Legend: TC – Teachers’ Commitment

PD – Professional Development

WM –Work Motivation

PC – Pedagogical Competence

Additionally, the initial model that was produced had a P-close value of .000, a Chi-Square/Degrees of Freedom (CMIN/DF) value of 133.320, and a p-value of .000. The Goodness of Fit Index (GFI) was .876, the Comparative Fit Index (CFI) was .771, the Normed Fit Index (NFI) was .771, the Tucker-Lewis Index (TLI) was -.376, and the Root Mean Square Error of Approximation (RMSEA) was .576. As Table 8 indicates, none of these indices met the required standards for a good model fit. Consequently, the generated Path Analysis Model 1 was deemed not an acceptable fit for the data.

Table 8
Goodness of Fit Measures of Path Analysis Model 1

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	133.320
P-value	> 0.05	.000
GFI	> 0.95	.876
CFI	> 0.95	.771
NFI	> 0.95	.771
TLI	> 0.95	-.376
RMSEA	< 0.05	.576

Legend:

CMIN/DF	-	Chi-Square/Degrees of Freedom
NFI	-	Normed Fit Index
TLI	-	Tucker-Lewis Index
CFI	-	Comparative Fit Index
GFI	-	Goodness of Fit Index
RMSEA	-	Root Means Square of Error Approximation
Pclose-	-	P of Close Fit
P-value	-	Probability Level

Generated Model 2. As depicted in Figure 3, the resulting Path Model 2 demonstrates the connection between teachers' dedication and their work motivation. Conversely, these factors have been shown to

impact professional growth. Following that, work motivation had no direct effect on pedagogical competence, whereas teachers' commitment and professional development did.

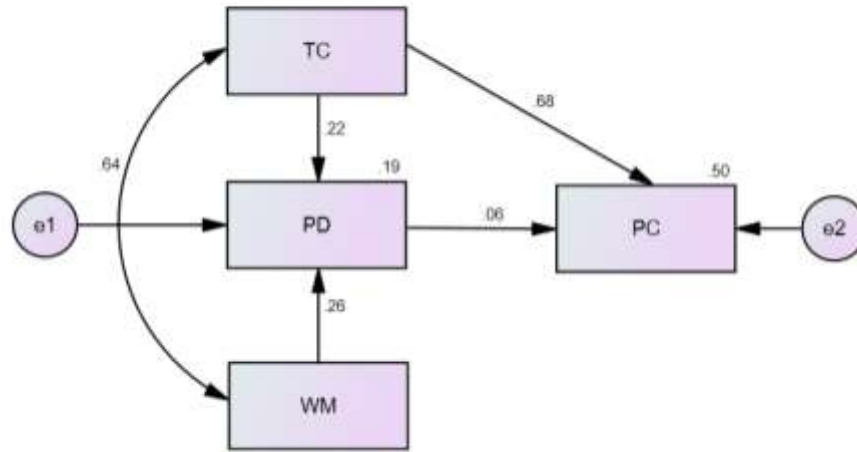


Figure 3: Path Analysis Model 2 in Standardized Solution

Legend: TC – Teachers' Commitment

PD – Professional Development

WM –Work Motivation

PC – Pedagogical Competence

Additionally, most goodness-of-fit indicators showed notable improvement over Model 1. The P-close rose from .000 to .003, the Chi-Square Value divided by the Degrees of Freedom (CMIN/DF) fell from 133.320 to 14.144, while the Goodness of Fit Index (GFI), Comparative Fit Index (CFI), and Normed Fit Index (NFI) increased to .983, .977, and .976, respectively. Similarly, the Tucker-Lewis Index (TLI) went up to .863, and the Root Mean Square Error of Approximation (RMSEA) dropped to .181. Nevertheless, despite gains in several fit indices, some values still did not meet the required thresholds, as indicated in Table 9. As a result, Path Analysis Model 2 was deemed not to fit adequately and was thus rejected.

Table 9
Goodness of Fit Measures of Path Analysis Model 2

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.003
CMIN/DF	0 < value < 2	14.144
P-value	> 0.05	.000
GFI	> 0.95	.983
		.977

CFI	> 0.95	
NFI	> 0.95	.976
TLI	> 0.95	.863
RMSEA	< 0.05	.181

Legend:

CMIN/DF	-	Chi-Square/Degrees of Freedom
NFI	-	Normed Fit Index
TLI	-	Tucker-Lewis Index
CFI	-	Comparative Fit Index
GFI	-	Goodness of Fit Index
RMSEA	-	Root Means Square of Error Approximation
Pclose-	-	P of Close Fit
P-value	-	Probability Level

Generated Model 3. Finally, Figure 4 shows the best-fit model that illustrates the relationships among teachers' commitment (TC), work motivation (WM), professional development (PD), and pedagogical competence (PC). The final model emerged from theory-driven modifications, retaining only the paths supported by the theoretical framework and the empirical relationships among the variables. Teachers' commitment and work motivation were positively correlated ($r = .64$), indicating a substantial relationship between the two exogenous variables.

As the model indicates, teachers' commitment had a positive standardized path coefficient to pedagogical competence ($\beta = .59$), and work motivation also had a positive standardized path coefficient ($\beta = .18$). These beta coefficients reflect the standardized strength of the direct effects, not the percentages of variance explained. The larger coefficient for teachers' commitment suggests a stronger direct effect on pedagogical competence than work motivation. Moreover, teachers' commitment ($\beta = .22$) and work motivation ($\beta = .26$) were positively related to professional development.

However, the final Model 3 does not include a direct path from professional development to pedagogical competence. Consequently, professional development cannot be considered a mediator in the final model because no mediation pathway was established. Instead, professional development is treated as an endogenous variable linked to teachers' commitment and work motivation. Overall, the best-fit model shows that teachers' commitment and work motivation have positive direct effects on pedagogical competence, with teachers' commitment exhibiting the stronger standardized effect.

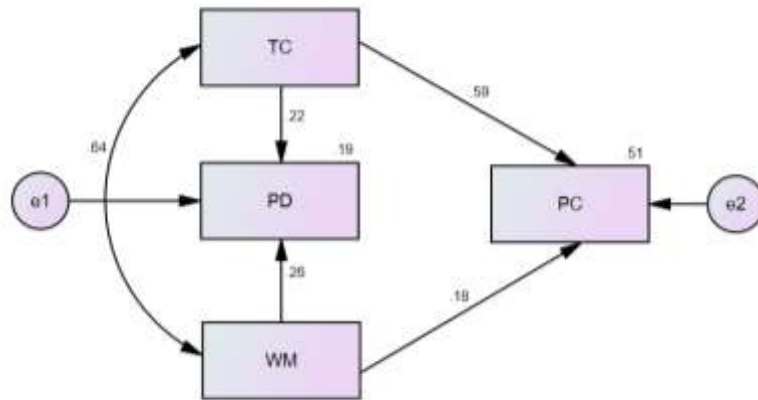


Figure 4: Path Analysis Model 3 in Standardized Solution

Legend: TC – Teachers' Commitment
 PD – Professional Development
 WM –Work Motivation
 PC – Pedagogical Competence

Ultimately, Model 3 met every established criterion for goodness of fit. The P-close rose from .003 to .696, while the ratio of Chi-Square to Degrees of Freedom (CMIN/DF) fell from 14.144 to .395, and the corresponding p-value improved from .000 to .530. Similarly, the Goodness of Fit Index (GFI) climbed from .983 to 1.000, the Comparative Fit Index (CFI) from .977 to 1.000, the Normed Fit Index (NFI) from .976 to .999, and the Tucker-Lewis Index (TLI) from .863 to 1.006. Additionally, the Root Mean Square Error of Approximation (RMSEA) dropped from .181 to .000. Consequently, every model fit index stayed within the acceptable ranges outlined in Table 10. Thus, Model 3 was the path model with the best fit.

Table 10
Goodness of Fit Measures of Path Analysis Model 3

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.696
CMIN/DF	0 < value < 2	.395
P-value	> 0.05	.530
GFI	> 0.95	1.000
CFI	> 0.95	1.000
		.999

NFI	> 0.95	
TLI	> 0.95	1.006
RMSEA	< 0.05	.000

Legend:

CMIN/DF	-	Chi-Square/Degrees of Freedom
NFI	-	Normed Fit Index
TLI	-	Tucker-Lewis Index
CFI	-	Comparative Fit Index
GFI	-	Goodness of Fit Index
RMSEA	-	Root Means Square of Error Approximation
Pclose-	-	P of Close Fit
P-value	-	Probability Level

This study corroborates the findings of Collie (2023), who noted that teacher commitment is positively linked to effective teaching practices and professional competence. This result aligns with Bandura's Social Cognitive Theory (1997), which highlights the interplay of personal factors, behavior, and environmental influences in shaping teachers' professional practices. It also reinforces the findings of Cabigao (2019), Judilla and Rellon (2022), and Silverio and Guhao Jr. (2024), who stressed the significance of teachers' professional commitment and related factors in enhancing their effectiveness and competence.

The findings further align with Darling-Hammond et al. (2022), who noted that professional development improves teachers' knowledge, instructional abilities, and overall classroom effectiveness. This is in line with Terhart's perspective on teacher professionalism and professionalization (2021), which regards continuous professional learning as a vital element of teachers' professional growth and competence. Likewise, Constructivist Learning Theory, associated with Vygotsky (1978), underscores the value of learning through interaction, collaboration, and shared professional experiences. These findings are further supported by Padillo, Manguilimotan, Capuno, and Espina (2021) and Sumayo and Ortega Jr. (2024), who documented the role of professional development in enhancing teachers' instructional practices and professional competence.

Moreover, the results are consistent with Ryan and Deci (2020), who discovered that work motivation positively affects teachers' engagement, performance, and professional development. This finding supports Self-Determination Theory, developed by Deci and Ryan (1985), which emphasizes the importance of motivation in fostering engagement, competence, and sustained professional functioning. The outcome also matches Samaco (2022) and Silverio and Guhao Jr. (2024), who underscored the influence of motivational and professional factors on teachers' effectiveness and competence.

Taken together, these studies support the current finding that teacher commitment, professional development, and work motivation significantly contribute to improving pedagogical competence among public school teachers.

Estimates of Variable Regression Weights in Path Analysis Model 3

Table 11 presents the estimates of variable regression weights in Path Analysis Model 3. As indicated in the table, Work Motivation is significantly related to Professional Development. Similarly, Teacher Commitment was also found to have a significant relationship with Professional Development. Moreover,

both Work Motivation and Teacher Commitment were found to be significantly related to Pedagogical Competence.

Therefore, it can be concluded that all paths between variables had p-values below 0.05, suggesting they are significant predictors of the variables they aim to predict. In particular, work motivation and teacher commitment significantly predict professional development and pedagogical competence among public elementary teachers in Region XII.

Table 11
Estimates of Variable Regression Weights in Path Analysis Model 3

			B	S.E.	C.R.	BETA	P
PD	<---	WM	.222	.051	4.374	.257	***
PD	<---	TC	.242	.065	3.744	.220	***
PC	<---	WM	.147	.037	4.020	.183	***
PC	<---	TC	.602	.047	12.912	.587	***

Chi-square = .395

Degrees of freedom =1

Probability level = .530

4. Conclusion and Recommendation

This section outlines the study's conclusions and recommendations. The conclusions summarize the main findings regarding teacher commitment, professional development, work motivation, and pedagogical competence, including their notable relationships and the best-fit model predicting pedagogical competence among public elementary teachers in Region XII. The recommendations offer guidance on enhancing teachers' pedagogical competence and on future research.

Overall, the results show that public elementary school teachers in Region XII exhibited very high levels of teacher commitment, professional development, work motivation, and pedagogical competence, indicating strong devotion to their profession, active participation in professional learning, high work motivation, and effective application of the knowledge, skills, and instructional methods needed for quality teaching. Nevertheless, variations were noted across the indicators, with Active Continuance Commitment (M = 4.41) scoring lowest under teacher commitment, Barriers in Professional Development (M = 3.40) scoring lowest among professional development indicators and rated as High, Extrinsic Motivation (M = 4.17) receiving the lower score under work motivation, and Social Regards for Learning (M = 4.63) receiving the lowest score among pedagogical competence indicators. These areas highlight specific points for ongoing focus despite the generally very high ratings. The results also showed significant positive associations among teacher commitment, professional development, work motivation, and pedagogical competence, with higher levels of teacher commitment, professional development, and work motivation significantly associated with higher pedagogical competence.

These findings point to meaningful connections among the constructs studied but do not prove cause-and-effect relationships or offer a basis for viewing professional development as a mediating factor. In general, the results support maintaining the generally high levels observed while paying special attention to the lower-rated questionnaire items and indicators identified in the descriptive results.

The path model analysis selected Model 3 as the best-fit structural model, as indicated by a chi-square value of 0.395, 1 degree of freedom, and a probability level of 0.530. The model showed significant positive paths from work motivation to professional development ($\beta = .257, p < .001$) and from teacher commitment to professional development ($\beta = .220, p < .001$), indicating that higher work motivation and teacher commitment were significantly linked to higher professional development. Similarly, significant positive direct paths were observed from work motivation to pedagogical competence ($\beta = .183, p < .001$) and from teacher commitment to pedagogical competence ($\beta = .587, p < .001$), with teacher commitment showing the stronger link. However, no direct path from professional development to pedagogical competence was significant or kept in Model 3; thus, professional development was not supported as a direct predictor or mediating variable in the model.

Overall, Model 3 shows significant connections among the constructs through the identified paths, with teacher commitment and work motivation significantly linked to both professional development and pedagogical competence.

The results align with the theoretical foundations of Model 3. Self-Determination Theory (Deci & Ryan, 1985) is supported by significant paths from work motivation to professional development and pedagogical competence, indicating that higher work motivation is associated with higher levels of professional development and pedagogical competence. Social Cognitive Theory (Bandura, 1997) is supported by significant paths from teacher commitment to professional development and pedagogical competence, indicating that stronger teacher commitment was associated with higher levels of professional development and pedagogical competence. Terhart's perspective on teacher professionalism and professionalization (2021) is reflected in the significant links between teacher commitment and work motivation with professional development, underscoring the value of continued professional growth. Vygotsky's Constructivist Learning Theory (1978) applies to the significant pathways of professional development, reflecting teachers' engagement in ongoing learning. However, professional development did not show a significant direct path to pedagogical competence; therefore, it was not supported as a direct or mediating factor in Model 3. Overall, the results provide theoretical support for the notable relationships identified in the best-fit model, without implying causation.

According to the study's findings, the Department of Education, school heads, and professional development coordinators should focus on the lowest-scoring questionnaire items related to professional development barriers by holding teacher consultations to pinpoint specific issues and offering accessible, school-based training, flexible schedules, mentoring, and relevant professional learning opportunities. School heads should also address the lower-rated extrinsic motivation items by providing timely acknowledgment of teachers' accomplishments, commendations, opportunities for career growth, and appropriate institutional support. Attention should also be directed to the lower-rated items under Active Continuance Commitment and Social Regards for Learning by providing opportunities for teacher involvement in school activities and decision-making, recognizing teachers' contributions, facilitating peer sharing, and adopting practices that respect learners' individual differences and needs.

The best-fit path model may serve as a reference for understanding the significant relationships identified in the study; however, it should not be interpreted as evidence of causal or mediating effects, since an indirect mediation effect was not statistically confirmed. Future researchers might replicate the study in other regions and educational settings with larger and more varied samples and could use longitudinal or mixed-methods designs to explore further the relationships found in the study.

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