Teachers' Efficacy as Influenced by Commitment and Motivational Practices in Rural Elementary Schools in Glan, Sarangani

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Abstract

Aim: The study aimed to establish the levels of teachers' professional commitment. It sought also to assess the motivational strategies employed by the teachers. The research aimed to evaluate also the teachers' sense of efficacy. It intended to investigate whether significant relationships existed between the teachers' levels of professional commitment and their teaching efficacy, as well as between their motivational practices and their sense of efficacy.

Methodology: The study employed a descriptive-correlational design to investigate the relationships between the variables of interest. Data were collected from a sample of 75 teachers located within the Glan IV District of Sarangani Province. The researchers utilized validated survey instruments, ensuring the reliability and validity of the data obtained from the participants.

Results: The analysis indicated a significant positive relationship. Specifically, a low to moderate positive correlation was found between the teachers' level of professional commitment and their reported teaching efficacy. Similarly, the study identified a significant low to moderate positive relationship between the teachers' motivational practices and their sense of teaching efficacy.

Conclusion: In conclusion, the findings of this study suggest that cultivating and reinforcing teachers' professional commitment and their implementation of effective motivational strategies can positively impact their instructional effectiveness. The research underscores the critical need for ongoing support and professional development opportunities, particularly within rural educational contexts like Glan IV District, to maintain and enhance teacher motivation and their confidence in their ability to teach effectively.

Keywords: *Teacher commitment; motivational practices; teacher efficacy; instructional effectiveness; Philippine public schools*

INTRODUCTION

The teaching profession is a dynamic and demanding field that requires educators not only to possess mastery of subject matter, but also to maintain a strong sense of commitment, motivation, and belief in their instructional effectiveness. In public elementary schools, particularly those located in underserved districts such as Glan IV in Sarangani Province, these professional attributes become even more critical. Teachers in these contexts face multiple challenges, including inadequate resources, limited parental involvement, and socio-economic pressures.

Teacher commitment, refers to the emotional and professional dedication of educators to their pupils, school, and profession and has been linked to improved satisfaction and performance. In the Philippines, studies have emphasized that support systems, opportunities for advancement, and recognition from leadership influence the degree of commitment (Caleja & Averion, 2020; Baer & Velasco, 2022; Pablo & Gerald, 2022). According to Kotze and Nel (2020), committed teachers are more likely to remain in the profession, demonstrate initiative, and contribute positively to student achievement.

Closely related to commitment is teacher motivation, which can be intrinsic—driven by passion for teaching—or extrinsic—shaped by rewards and recognition. Research has found that highly motivated teachers foster

pupil participation, enhance parental involvement, and create nurturing learning environments (Hargraves, 2020; Gurnett, 2024).

High levels of teacher efficacy correlate with better classroom management, instructional planning, and assessment strategies. Wang et al. (2017) emphasized that self-efficacy is not only shaped by mastery experiences but also by feedback from peers, professional development, and administrative support. In the Philippines, teacher efficacy is often influenced by contextual factors such as curriculum reforms and resource availability (Francisco, 2016; Valenzuela et al., 2019). Barni et al. (2019) explained that personal values and motivations contribute to teacher efficacy, while Downes et al. (2021) noted that self-efficacy enhances instructional innovation and resilience.

Scholars also stress that commitment, motivation, and efficacy are interconnected. For instance, Shu (2022) found that teachers with higher levels of commitment and motivation tend to report greater efficacy and engagement. Aytac (2024) observed that efficacy directly predicts motivation and fidelity to curriculum standards. Similarly, Valdes-Cuevo et al. (2022) effective teaching practices not only motivate students but also influence parental engagement, extending the impact of efficacy beyond the classroom.

Despite these insights, a gap remains in the literature concerning how these three constructs—commitment, motivation, and efficacy—interact within the specific context of public elementary education in rural Philippine settings. There is limited empirical data exploring the relational dynamics of these variables and how they shape teacher performance and learner outcomes in areas like Glan IV District. This study seeks to address this gap by determining the level of teachers' commitment; assessing the level of their motivational practices; and evaluating their efficacy.

Objectives:

This research mainly focused on teachers' efficacy as influenced by commitment, and motivational practices of selected public elementary teachers of Glan IV District, Glan, Sarangani Province.

Specifically, the study sought to answer the following questions:
1. What is the level of commitment of teachers in terms of:
   a. Commitment to teaching; and,
   b. Commitment to profession?
2. What is the level of motivational practices of teachers in terms of:
   a. Parental support; and,
   b. Pupils' participation?
3. What is the level of efficacy of teachers in terms of:
   a. Knowledge of students and their development;
   b. Creating an effective learning environment;
   c. Understanding subject matter;
   d. Planning and designing appropriate learning experiences;
   e. Using on-going assessment to monitor student learning; and
   f. Developing professional practice.
4. Is there a significant relationship between teachers' level of commitment and their level of efficacy, and between their motivational practices and level of efficacy?

Hypothesis

Based on the results of the study, the tested hypotheses were accepted.
Ha 1. There is significant relationship between teacher's commitment and their level of efficacy.
Ha 2. There is significant relationship between the motivational practices and the efficacy of
          teachers.

METHODOLOGY

Research Design

The study utilized the descriptive-correlational research design. McCombes (2023) define descriptive research as a fact-finding investigation that helps in understanding the causes and nature of a situation as it exists. It aims to gather information about prevailing conditions without manipulating variables. Complementing this, Bhandari (2021) described descriptive-correlational design as one that applies quantitative methods to describe, record,

analyze, and interpret conditions, while attempting to establish relationships between variables that are already in place.

Research Locale

The study was conducted in ten public elementary schools located in the Glan IV District, Sarangani Province. These schools are categorized as small schools, mostly situated in rural, geographically isolated areas.

Research Participants

A total of 75 teachers participated in the study through complete enumeration, as the population size was manageable and inclusive of all target respondents.

Research Instrument

A structured questionnaire served as the main tool for data collection. It consisted of three sections aligned with the study's variables: (1) Teachers' Commitment (commitment to teaching and to the profession), (2) Motivational Practices (pupil participation and parental support), and (3) Teacher Efficacy (knowledge of students, learning environment, subject matter, lesson planning, assessment practices, and professional growth). All items were rated using a 5-point Likert scale. The instrument was validated by field experts and pilot-tested to ensure clarity and reliability.

Data Gathering Procedure

Before to data gathering, the researcher obtained permission from the Schools Division Superintendent of DepEd Sarangani and the respective school heads. Ethical clearance was secured from the Graduate School Ethics Review Committee of Sultan Kudarat State University with protocol number SKSU-GSERC-2025-06. The respondents were informed of the study's objectives, assured of the confidentiality of their responses, and allowed to participate voluntarily.

Ethical Considerations

This study complied with ethical standards for research involving human participants. All participating teachers were provided with informed consent forms, which clearly explained the purpose of the study, their voluntary involvement, the confidentiality of their responses, and their right to withdraw at any time without penalty. Confidentiality and anonymity were strictly maintained throughout the research process.

RESULTS and DISCUSSION

The level of teachers' commitment is discussed in the table 1 includes the teacher's commitment in terms of teaching the students and commitment to teaching profession.

Table 1. The level of teachers' commitment

Statements	Mean	SD	Description
1. Commitment to teaching pupils	4.77	.47	Very High
2. Commitment to teaching profession	4.71	.48	Very High
Overall Mean	**4.74**	**.48**	**Very High**

The results reveal an overall mean of 4.74 with a standard deviation of 0.48, interpreted as very high. This affirms that teachers in Glan IV District demonstrate strong emotional and professional investment in both their learners and their vocation. The slightly higher commitment to teaching pupils (M = 4.77) highlights the relational aspect of teaching, where educators prioritize nurturing students' academic and personal growth. This aligns with Altun (2017), who emphasized that passion and dedication to pupil development form the core of effective and meaningful teaching. Teachers who view student welfare as central to their mission are more likely to create inclusive, supportive classrooms that foster success. Meanwhile, their commitment to the profession (M = 4.71) suggests a sustained allegiance to the principles and ethics of teaching, resonating with Kotze and Nel (2020), who stressed that professional commitment significantly impacts performance, retention, and institutional culture. Such consistency in commitment also echoes findings by Pablo and Gerald (2022), who observed that Filipino teachers maintain strong professional identity despite resource limitations and evolving educational demands. Overall, the data reflect a workforce characterized by high commitment across both pupil-centered and profession-centered

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dimensions. This robust sense of purpose enhances not only classroom effectiveness but also the overall climate of the school system, laying a strong foundation for teacher efficacy and sustained student achievement (Shu, 2022; Wang et al., 2017).

Teachers' Commitment

Teaching is widely regarded as a demanding and stressful profession, which has drawn attention to the importance of teacher well-being. The idea that educators who manage stress effectively perform better has led to extensive research on the links between well-being, stress, burnout, and commitment. Positive Psychology emphasizes optimal functioning in physical, social, psychological, and emotional aspects, highlighting the role of positive emotions, perceptions, and supportive environments in fostering well-being (Wang et al., 2021). Several studies have explored these themes. Caleja and Averion (2020) found a significant relationship between work commitment and job satisfaction among teachers in the Philippines. Similarly, Baer and Velasco (2022) discovered that while teaching skills correlated positively with job satisfaction among senior high school teachers, professional commitment had a more nuanced impact, emphasizing the need for supportive work environments to sustain commitment. Pablo and Gerald (2022) reported that teachers with higher education and more experience in Antique showed stronger professional commitment. Blanco et al. (2022) found that higher organizational commitment in Laguna was associated with more dynamic and effective teaching practices, underlining the importance of empowering and supportive environments. Meanwhile, Baog and Cagape (2022) demonstrated that teachers in Davao City with higher resilience, or adversity quotient, exhibited greater work commitment.

Commitment to Pupil

Teacher commitment plays a vital role in fostering student success, with passion serving as a key driver for effective teaching and learning. Passionate educators, who eagerly embrace new ideas and continually seek improvement, create dynamic learning environments that enhance students' potential (Altun, 2017). Dedicated teachers prioritize their students' needs, interests, and development, staying updated on evolving educational trends and adopting new strategies to ensure effective instruction. In an increasingly technological world, educators are instrumental in transforming the quality of education, shaping students into well-rounded individuals (Cairo, 2019). Committed teachers exhibit qualities such as a strong drive to excel, providing accurate information, respecting each learner's value, and fulfilling their professional responsibilities. School leaders also play a crucial role by adopting leadership approaches that nurture and support teachers' dedication to their profession (Hariri & Sumintono, 2020).

Commitment to Profession

Commitment in the teaching profession is viewed as a driving force that shapes behavior, guiding individuals to stay dedicated to their roles even amid competing pressures. Research indicates that committed teachers are more focused, goal-oriented, and actively engaged, with their commitment linked to teaching quality, absenteeism, burnout, staff retention, and student achievement (Kotze & Nel, 2020). Commitment develops through continuous interactions between psychological, relational, and environmental factors, and educators who are truly dedicated communicate meaningfully with students, monitor their progress, and strive for excellence. Teachers are expected to demonstrate commitment not just to their pupils but to their profession as a whole, navigating challenges such as technological advancements and evolving educational demands while upholding professional standards (Cairo, 2019). Studies show that higher levels of commitment are associated with increased efficiency, greater responsibility, and stronger engagement, while low commitment correlates with poor performance and turnover. Enhancing teacher commitment can help schools build a more engaged and stable workforce (Shu, 2022). Moreover, growing attention to teacher well-being, driven by Positive Psychology, underscores the importance of fostering teachers' physical, social, psychological, and emotional health. Research has shown that teacher well-being—shaped by factors like burnout and job satisfaction—not only affects individual educators but also influences student outcomes and the overall stability of the educational system (Dewaele et al., 2019; Wang et al., 2021).

Table 2. The level of motivational practices of teachers

1. Improving Parental Support	4.65	.57	Very High
2. Improving Student Participation	4.82	.36	Very High
Overall Mean	**4.74**	**.47**	**Very High**

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Table 2 presents a summary of the level of motivational practices of teachers, emphasizing two key areas: improving parental support and enhancing student participation. The results reveal that both dimensions received a "Very High" rating, with an overall mean of 4.74 (SD = 0.47), highlighting the strong commitment of teachers to maintaining learner engagement and holistic support despite educational challenges. Among the two indicators, *improving student participation* registered the highest mean score (M = 4.82, SD = 0.36), reflecting that teachers consistently adopt strategies that foster active involvement and boost learners' confidence in classroom tasks. This supports the findings of Hargraves (2020) and Cortes (2020), who noted that student-centered motivation practices, such as encouragement, timely feedback, and differentiated instruction, contribute significantly to participation and achievement. Meanwhile, the dimension on *improving parental support* also garnered a high mean score (M = 4.65, SD = 0.57), underscoring the value teachers place on establishing collaborative relationships with parents. Gurnett (2024) emphasized that when parents are informed, encouraged, and equipped with instructional strategies, they become active partners in their children's education. Teachers in this study demonstrated best practices by sending motivational notes, providing supplementary materials, and encouraging the creation of home-based learning spaces—all of which enhance the overall learning environment for pupils. The results also revealed a consistent high rating across both domains suggest that motivational practices among teachers are not isolated efforts but are part of a broader, well-integrated instructional philosophy.

Motivational Practices of Teachers

Hargraves (2020) emphasized that motivation is a key factor in students' learning, with highly motivated learners often achieving the most successful outcomes. Motivation helps sustain students' effort and encourages them to try new strategies when engaging with academic tasks. While pupil motivation is largely shaped by individual traits and can vary across different subjects, the classroom environment also plays an important role in influencing it. Teachers can adopt various strategies to nurture and strengthen their students' motivation, thereby enhancing their overall learning experience.

Improving Parental Support

According to Meyer (2022), while mentors are often seen as experienced guides who help others navigate their careers or creative paths, their most vital role is to build lasting professional relationships that provide continuous support and help shape a strong professional identity. These enduring connections are key to the emotional stability and effectiveness of teachers. Outstanding mentors consistently exhibit three essential behaviors. First, they prioritize active listening, creating a trusting environment where mentees feel safe to express themselves and receive empathetic, thoughtful feedback. By carefully attending to both verbal and non-verbal cues, mentors help mentees reflect and explore their options. Second, exceptional mentors take practical steps to ensure that novice teachers face fair workloads that match their experience levels, helping ease the pressures of early teaching. Third, they cultivate professional networks by integrating mentees into "communities of practice" — collaborative groups where educators share strategies, reflect on experiences, and work together to refine their teaching skills.

Improving Student Participation

Cortes (2020) emphasized various strategies to enhance student motivation, such as promoting a growth mindset, building respectful relationships, fostering collaborative learning environments, engaging students in problem-solving tasks, setting clear expectations, and encouraging reflective and independent learning. These approaches help cultivate a mindset geared towards continuous learning and achievement. Similarly, Gurnett (2024) suggested ways to motivate teachers, including being accessible, offering recognition, supporting professional growth, and encouraging collaboration. Hargraves (2020) highlighted additional methods for motivating students, like establishing strong connections, increasing task engagement, emphasizing the relevance of lessons, and providing autonomy, feedback, and collaborative opportunities. Schwan et al. (2020) and McKinley (2019) both underlined the role of mentors in enhancing teaching practices through communication, guidance, reflection, and professional support, noting that mentorship benefits both mentees and mentors by fostering mutual learning and renewed enthusiasm. Heller and Rieser (2022) argued that mentoring shapes positive school environments, but noted a lack of formal training resources for mentors, meaning many develop skills through experience. Shu (2022) concluded that higher teacher commitment enhances engagement and effectiveness, while lower commitment correlates with poor performance and absenteeism.

Table 3. The level of efficacy of teachers

Statements	Mean		Description
1. Knowledge of student and their development	4.87	.34	Very High
2. Creates an effective learning environment	4.84	.36	Very High
3. Understands the subject matter	4.84	.38	Very High
4. Plans and design appropriate learning experiences	4.85	.36	Very High
5. Uses on-going assessment to monitor student learning	4.80	.40	Very High
6. Develops professional practice	4.85	.35	Very High
Overall Mean	**4.84**	**.37**	**Very High**

Table 3 presents the overall summary of teachers' perceived self-efficacy across six domains, with a composite mean of 4.84 (SD = 0.37), interpreted as *very high*. This finding indicates that the teachers consistently demonstrate confidence in their ability to deliver quality instruction, adapt to student needs, and uphold professional standards. The highest-rated domain was "Knowledge of students and their development" (M = 4.87), suggesting that teachers are highly attuned to the diverse needs, backgrounds, and learning progressions of their pupils. This supports the assertion by Wang et al. (2017) and Valenzuela et al. (2019) that contextual awareness and deep student understanding are fundamental to strong teacher efficacy. Equally notable were the domains "Plans and designs appropriate learning experiences" and "Develops professional practice" (both M = 4.85), reflecting teachers' proactive approach in lesson design and their commitment to ongoing professional growth. As Barni, Danioni, and Benevene (2019) found, educators with strong personal values and professional motivations are more likely to exhibit sustained instructional quality and self-improvement. The domain "Creates an effective learning environment" and "Understands subject matter" (both M = 4.84) confirm that these teachers are not only experts in content but are also skilled in managing classrooms that foster equity, interaction, and engagement. These results are in line with Pajares (2019), who emphasized that mastery in content and classroom dynamics enhances instructional delivery and learner outcomes. Lastly, the domain "Uses on-going assessment to monitor student learning" (M = 4.80) still rated very high, reinforcing that assessment is integral to effective teaching. Teachers' ability to reflect on data, give timely feedback, and adapt strategies is central to student progress, as affirmed by Tschannen-Moran and Hoy (2001). Overall, the findings confirm that the teachers involved in this study possess strong levels of self-efficacy in all critical aspects of teaching, suggesting they are well-equipped to facilitate student learning and meet the evolving demands of the education system.

Teachers' Efficacy

Wang et al. (2017) emphasized that teacher efficacy is shaped by cultural and contextual factors, with socio-cultural elements like collectivism, curriculum pressures, and high-stakes testing influencing how teachers perceive their abilities, as shown in their study in Singapore. Globally, teacher efficacy is recognized as a multi-dimensional concept, encompassing both personal belief in one's teaching abilities and confidence that teaching leads to positive student outcomes. It consistently emerges as a strong predictor of student achievement, with research from countries such as China, the U.S., and Australia demonstrating that enhancing teacher efficacy improves classroom practices and student performance. In the Philippines, studies have shown that teacher efficacy is affected by factors like classroom resources, administrative support, and students' socio-economic conditions. Valenzuela et al. (2019) reported that Filipino teachers with more resources and school support exhibited higher efficacy, and that professional development, teacher training, and collaborative practices significantly boosted teachers' confidence, especially in addressing diverse learners' needs.

Knowledge of Pupils and their Development

According to Yussif (2022), outstanding educators distinguish themselves through both effectiveness and efficiency—where effectiveness involves delivering lessons in a highly impactful way, and efficiency stems from well-organized and carefully planned instruction. For example, even a teacher with an excellent method for explaining the heart's function may struggle if the lesson is not well-prepared. Teacher confidence significantly influences their instructional strategies and student interactions, which in turn affects student learning and behavior. Buric and Macuka (2018) explain that teacher efficacy—the belief in one's ability to implement effective teaching practices—encourages educators to embrace challenging tasks, invest time and energy enthusiastically, and persist even when faced with difficulties. As Ganjali et al. (2019) point out, commitment is a central topic in research on work attitudes,

since highly committed individuals tend to positively influence both institutional and personal outcomes, such as job performance, retention, and organizational loyalty.

Creates an Effective Learning Environment

The distinction between effective and efficient educators is crucial; effective teachers are able to engage their students and spark a genuine enthusiasm for learning, making lessons enjoyable and stimulating, which in turn promotes strong academic performance. In contrast, efficient teachers excel at optimizing student potential within a limited timeframe by skillfully managing their classrooms and ensuring seamless operations (Yussif, 2022). Teachers also build their sense of efficacy through vicarious experiences—by observing, listening to, and reading about effective teaching practices. Witnessing competent instruction by peers, particularly those with similar experience and skill levels, reinforces teachers' confidence in their own abilities. Watching peers teach—whether in person or through recorded footage—can inspire teachers to adopt similar techniques. Additionally, strategies such as reviewing recordings of their own teaching (self-modelling) or mentally visualizing themselves delivering lessons in future scenarios (cognitive self-modelling) are powerful methods to further strengthen their instructional confidence (Pajares, 2019).

Understand Subject Matter

A teacher's success in the classroom is measured by their overall effectiveness rather than their speed in delivering lessons (Yussif, 2022). Teachers' personal values also influence their goals and actions in the classroom, impacting both their well-being and self-efficacy. Self-efficacy, which refers to teachers' confidence in handling the demands of their profession, plays a vital role in influencing students' academic performance, motivation, and teachers' own job satisfaction. Additionally, teacher efficacy is shaped by a combination of factors including mastery experiences (successful achievements), observing others, social encouragement, and emotional states. For example, a science teacher's sense of efficacy is built through their own successful experiences with science, such as teaching workshops or continuing professional development, as well as their ability to manage time effectively in the classroom (Barni et al., 2019; Pajares, 2019).

Plans and Designs Appropriate Learning Experiences

Educators who are committed to their students take responsibility for their learning and actively seek innovative teaching methods to improve educational outcomes. This commitment is vital for achieving instructional excellence and involves a deep dedication to the school, students, professional development, and expertise in their field (Ganjali et al., 2019). Effectiveness focuses on achieving desired outcomes, while efficiency emphasizes accomplishing tasks with optimal use of resources. Although these concepts are interconnected, effectiveness targets the end result, and efficiency focuses on the execution process (Yussif, 2022). Teachers' self-efficacy, which influences their teaching methods, job satisfaction, and students' academic performance, has become increasingly important in school psychology. Research shows that teachers with high self-efficacy experience lower job stress, better classroom management, and greater job satisfaction, suggesting that improving self-efficacy can enhance both teacher well-being and overall school effectiveness (Barni et al., 2019).

On-going Assessment to Monitor Pupil Learning

Educators with high self-efficacy are less likely to experience burnout and are more committed to their roles, often employing innovative teaching methods and experiencing greater job satisfaction. Teachers frequently face changes in curriculum, teaching strategies, student needs, and academic standards (Fathi et al., 2021). Within social cognitive theory, teacher efficacy is a multifaceted concept that reflects educators' belief in their ability to design and implement effective strategies to achieve educational goals. Teacher self-efficacy is defined as the confidence teachers have in their ability to improve student outcomes, maintain student engagement, assist them in completing tasks effectively, and meet instructional objectives (Hoang & Wyatt, 2021).

Develop Professional Practice

The concept of teacher self-efficacy has been widely studied, yet its full range of outcomes remains underexplored. Research indicates that high self-efficacy positively impacts teaching practices, student motivation, academic achievement, and also contributes to teachers' mental well-being, reducing burnout and increasing job satisfaction (Alibakhshi et al., 2020). Teacher efficacy—teachers' belief in their ability to facilitate learning through cognitive, metacognitive, social, and emotional strategies—is crucial in shaping instructional decisions and classroom

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behaviors (Pajares, 2019). Over time, mastery experiences, or successful teaching accomplishments, play a larger role in strengthening efficacy (Pajares, 2019). Self-efficacy, a complex construct central to human agency, reflects confidence in achieving desired educational outcomes and is a strong predictor of academic success, second only to ability (Downes et al., 2021). Additionally, motivational strategies that foster self-perception, goal-setting, and task value can significantly enhance student achievement (Steinmayr, 2019). Social persuasion, such as encouragement from school leaders, colleagues, parents, and students, along with positive emotional experiences during teaching, further reinforces teacher efficacy (Pajares, 2019). High self-efficacy correlates with greater job satisfaction, reduced stress, and better classroom management (Klassen & Tze, 2014; Barni et al., 2019). Although personal values strongly shape attitudes and behaviors, the relationship between teachers' values—like openness to change, conservation, self-transcendence, and self-enhancement—and their self-efficacy remains an area needing deeper exploration, especially in relation to whether their motivations for teaching are autonomous or externally driven (Barni et al., 2019; Schwartz, 2015).

Comparison between Teachers' Commitment and Level of Efficacy

The comparison between the teachers' commitment and level of efficacy are discussed in the succeeding tables 4 and 5. It includes the comparison between the teachers' commitment to students and efficacy; and commitment to profession and level of efficacy.

Table 4. Results of Pearson-r Analysis between the Teachers' Commitment to Pupils and their Level of Efficacy

	Indicators	r	Sig	p	Description	Interpretation
	Knowledge of students and their development	.390*	0.001	<.05	Significant	Low positive relationship
	Creates an effective learning environment	.580*	0.000	<.05	Significant	Moderate positive correlation
	Understands the subject matter	.326*	0.004	<.05	Significant	Low positive relationship
Teachers' commitment to Pupils	Plans and design appropriate learning experiences	.410*	0.000	<.05	Significant	Moderate positive correlation
	Uses on-going assessment to monitor student learning	.531*	0.000	<.05	Significant	Moderate positive correlation
	Develops professional practice	.383*	0.001	<.05	Significant	Low positive relationship

Significant at the .05 level.

The result shows that there is a significant relationship between the level of teachers' commitment to students and level of teachers' efficacy with p-value <0.05. This implies that the very high level of teachers' commitment to students has significant relationship to their very high level of efficacy. Moreover, moderate positive correlation is seen between teachers' commitment to students to: creating an effective learning environment (r-value = 0.580; p-value = 0.000); planning and designing learning experiences (r-value = 0.410; p-value = 0.000); and using on-going assessment to monitor student learning (r-value = 0.531; p-value = 0.000). Hence, the hypothesis is accepted in this study. However, low positive correlation is seen between teachers' commitment to students to: knowledge of students and their development (r-value = 0.390; p-value = 0.001); understanding subject matter (r-value = 0.326; p-value = 0.004); and developing professional practice (r-value = 0.383; p-value = 0.001). Hence, the hypothesis is accepted in this study. This was supported by Shu (2022) which stated that the teacher's commitment to students' learning in maintaining participation, building connections to school and their level of efficacy to successfully manage school activities has significant relationship. The results suggest that strengthening teachers' commitment to their students can meaningfully enhance their teaching efficacy, particularly in creating effective learning environments, designing instruction, and using assessment practices.

Table 5. Results of Pearson-r Analysis between the Teachers' Commitment to Profession and their Level of Efficacy

Indicators	r	Sig	p	Description	Interpretation
Knowledge of students and their development	.438*	0.000	<.05	Significant	Moderate positive correlation
Creates an effective learning	.502*	0.000	<.05	Significant	Moderate positive

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	Indicators	r	Sig	p	Description	Interpretation
	environment					correlation
	Understands the subject matter	.453*	0.004	<.05	Significant	Moderate positive correlation
Teachers' commitment to profession	Plans and design appropriate learning experiences	.396*	0.000	<.05	Significant	Low positive relationship
	Uses on-going assessment to monitor student learning	.260*	0.000	<.05	Significant	Low positive relationship
	Develops professional practice	.386*	0.001	<.05	Significant	Low positive relationship

Significant at the .05 level.

The result shows that there is a significant relationship between the level of teachers' level of motivational practices on parental support and level of teachers' efficacy with p-value <0.05. This implies that the very high level of teachers' motivational practices on parental support has significant relationship to their very high level of efficacy. Moreover, moderate positive correlation is seen between the teachers' motivational practices on parental support to: creating an effective learning environment (r-value = 0.493; p-value = 0.000); uses on-going assessment to monitor student learning (r-value = 0.422; p-value = 0.000); and planning and designing appropriate learning experiences for pupils (r-value = 0.407; p-value = 0.000). Hence, the hypothesis is accepted in this study. However, low positive correlation is also seen between teachers' motivational practices to: knowledge of students and their development (r-value = 0.399; p-value = 0.000); understanding subject matter (r-value = 0.297; p-value = 0.010); and developing professional practice (r-value = 0.292; p-value = 0.011). Hence, the hypothesis is accepted in this study. This result was supported by the study of Valdes-Cuevo et al. (2020) which stated that the self-efficacy of teachers has moderate significant relationship to their level of motivation to parental involvement. The results show that when teachers actively use motivational practices to engage and encourage parental support, it significantly strengthens their teaching efficacy. In other words, teachers who are effective in motivating parents to be involved in their children's education tend to feel more capable, confident, and successful in their teaching roles. Even though lower positive correlations were found in areas like knowing student development, understanding subject matter, and professional growth, the relationships are still significant. Supported by Valdes-Cuevo et al. (2020), the findings reinforce the idea that a teacher's ability to foster parental involvement boosts not just student outcomes, but also the teacher's own motivation, engagement, and effectiveness.

Comparison between Teachers' Motivational Practices and Level of Efficacy

The comparison between the teachers' level of motivational practices and level of efficacy are discussed in table 6. It includes the comparison between the teachers' level of motivational practices on parental support and efficacy; and motivational practices on student participation and level of efficacy.

Table 6. Results of Pearson-r Analysis between the Level of Teachers' Motivational Practices on Parental Support and their Level of Efficacy

	Indicators	r	Sig	p	Description	Interpretation
	Knowledge of students and their development	.399*	0.000	<.05	Significant	Low positive relationship
	Creates an effective learning environment	.493*	0.000	<.05	Significant	Moderate positive correlation
	Understands the subject matter	.297*	0.010	<.05	Significant	Low positive relationship
Parental Support	Plans and design appropriate learning experiences	.407*	0.000	<.05	Significant	Moderate positive correlation
	Uses on-going assessment to monitor student learning	.422*	0.000	<.05	Significant	Moderate positive correlation
	Develops professional practice	.292*	0.011	<.05	Significant	Low positive relationship

Significant at the .05 level.

The findings indicate a significant relationship between teachers' motivational practices aimed at encouraging parental support and their overall teaching efficacy, as evidenced by a p-value of less than 0.05. This suggests that teachers who actively engage parents and promote their involvement tend to exhibit higher levels of confidence and capability in their teaching roles. Specifically, moderate positive correlations were observed between motivational practices and key teaching competencies such as creating effective learning environments, using ongoing assessments, and planning appropriate learning experiences, with r-values ranging from 0.407 to 0.493. Although weaker, yet still significant, positive correlations were also noted in areas like understanding student development, subject matter knowledge, and professional growth (r-values between 0.292 and 0.399). These results affirm the hypothesis that parental involvement positively influences various aspects of teacher efficacy. Consistent with Valdes-Cuevo et al. (2020), the study supports the notion that when teachers effectively motivate parents to engage in their children's education, it enhances not only student outcomes but also strengthens teachers' own motivation, engagement, and instructional effectiveness.

Conclusion

This study confirmed that public elementary teachers in Glan IV District exhibit very high levels of commitment, motivation, and efficacy in their roles. The results showed that teachers are highly dedicated both to their pupils and the teaching profession, actively involving parents, and effectively encouraging student participation. Teachers also consistently demonstrated strong self-efficacy across various areas, including their understanding of students, instructional planning, classroom management, and professional development.

Notably, the findings revealed significant positive relationships between teachers' commitment and their efficacy, as well as between their motivational practices and efficacy. These connections suggest that when teachers are deeply committed and motivated—especially in engaging parents and students—they become more confident and capable in their teaching practices.

These results emphasize the importance of nurturing teacher commitment and motivation through supportive leadership, meaningful professional development, and school-community collaboration. Future research may explore longitudinal effects of these variables across different educational settings and consider the impact of external factors such as policy changes and resource availability.

Recommendations

To foster a more supportive learning environment and enhance student engagement, it is recommended that teachers dedicate additional effort to consistent communication with both learners and their parents. This regular interaction can significantly increase parental support and encourage greater participation from the students. Furthermore, to remain current with educational trends and effectively connect with today's learners, teachers could benefit from exploring and implementing technology-based activities, even for young students. Finally, it is crucial for teachers to sustain, enhance, and actively participate in diverse professional development opportunities. Engaging in such multifaceted avenues can bolster their commitment and motivation in teaching, ultimately enabling them to leave a unique and lasting positive impact on the lives of their learners.

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