

A PATH ANALYSIS OF TEACHERS' EFFICIENCY AS INFLUENCED BY COMMITMENT, MOTIVATIONAL PRACTICES AND MENTORING SKILLS

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ABSTRACT

This study on path analysis of teachers' efficiency as influenced by commitment, motivational practices and mentoring skills was a quantitative research approach with the use of descriptive-correlation design. It aimed to determine the commitment of teachers; their level of motivational practices; their level of mentoring skills; their level of efficiency; the relationship between the teachers' commitment and efficiency, motivational practices and efficiency, and mentoring skills and efficiency; the teachers' commitment, motivational practices and mentoring skills predict the efficiency level; and the path model best fits the efficiency level of teachers. There were 200 public elementary teachers in South District of Kabacan, Cotabato who participated in the study. The respondents were selected through purposive sampling methods and with the use of quota. The responses of the respondents were the basis on the data analysis and interpretation. The result revealed that the teachers' commitment was under high level in overall rating but moderate level to 1) in not blaming the learners if they can't understand the lesson; 2) demanding high order of intellectual activity; 3) refraining from assigning professional duties to non-professional personnel; and 4) in writing research with intellectual honesty for professional development. The teachers' motivational practices were under high level in overall rating but moderate level to 1) in sending motivational notes to parents with content of teaching techniques; and 2) in providing teaching strategies to parents as their guide in teaching their children at home. The teachers' mentoring skills were under high level in overall rating but moderate level on having all information needed to prepare for current teaching assignment. The teachers' efficiency was at a very high level but needs further improvement in working with students' family members in supporting the learning. Results also revealed that there were significant relationship and influence between teachers' commitment, motivational practices and mentoring skills to their level of efficiency. Based on the test hypothesized models, model 5 is best fit model to measure the efficiency of teachers. However, study revealed that there are points that need to be improved by the teachers in their level of teaching commitment, motivational practices, and mentoring skills to further improve their overall teaching efficiency.

Keywords: Teacher's efficiency, teaching commitment, motivational practices, mentoring skills, Kabacan, Cotabato.

INTRODUCTION

Teacher commitment is an internal force that derives teachers to invest more time and energy in keeping up involvement in the school. This willingness of promoting the school creates emotional link between teachers and the school which ultimately inspires teachers to seek ways to enhance teaching profession and establish an effective learning environment to allow students to reach their targets (Alton, 2018).

On the other hand, suffering from lack of motivation when it comes to learning is encountered not only for children but also for those regular students when it comes to teacher-student relationship. In terms of teacher and superior relationship, motivation is the factor also in uplifting the teacher's capability in teaching. The impact of lack of motivation is the inability to participate in the classroom activities and teachers' ability to perform his or her job. The vital strategies to address the student's lack of motivation are important for learning success. Motivation may come from internal or external form which naturally or externally motivated.

Moreover, motivational strategies guarantee quality assurance in the educational system. Motivational strategies like staff training and development, promotion, salary, remuneration, working conditions, status and participatory decision making, acted as a barrier towards achieving quality assurance in the educational system.

Furthermore, teachers' commitment, motivational practices and mentoring skills needs to be evaluated to determine its relationship and influence on their level of efficacy in their duties and responsibilities as well as to their performance.

In this connection, the researcher may assume that there are studies conducted on efficacy but focus on leadership influence on its subordinates. However, it does not directly tackle the relationship to classroom engagement which include the teacher and students. In this study, the researcher wanted to reach the gap between the teachers' commitment, motivational practices and mentoring skills to their level of efficacy among public elementary teachers.

The researchers in this study believed that this study would produce essential discoveries. This research benefits society, future researchers, students and teachers. Motivation is the process of initiating, guiding, and maintaining goal-oriented behavior. In everyday life, the term "motivation" is often used to explain why a person does something. That is the driving force of human activity. Finding ways to motivate can change behavior, develop skills, be creative, set goals, develop interests, plan, develop talent, and increase engagement. It's very important.

Inspiration reflects something novel with regards to every single one of us and permits us to acquire esteemed results like further developed execution, improved prosperity, self-awareness, or a feeling of direction. Inspiration is a pathway to change our perspective, feeling, and behaving. Teacher inspiration is firmly connected to understudy inspiration, and educators who are spurred to encourage can trigger understudies' inspiration to learn. Educators can affect understudies for better or for more awful yet assuming instructors are persuaded, this impact will be surer.

METHODS

Research Design

The study used the quantitative research approach with the use of descriptive-correlation research design. The descriptive design was used to analyze the data on research questions 1 to 3; while the correlation design was used to analyze the research questions 4 to 6.

Quantitative research deals in numbers, logic and objective stance and it focuses on numeric and unchanging data and detailed, convergent reasoning, generation of a variety of ideas about a research problem. The main characteristics are: the data is usually gathered using structured research instruments, the results are based on larger sample sizes that are representative of the population, the research study can usually be replicated or repeated, given the high reliability and the researcher uses research tools, such as questionnaires or computer software to collect numerical data (Babbie, 2010).

On the other hand, descriptive research design is used to obtain information concerning the status of the phenomena to describe (Shuttleworth, 2008).

Furthermore, the correlational designs investigated the relationship of the dependent and independent variable and uses surveys, classification and data reduction techniques, and assessments of relations among variables. Furthermore, Kalla (2011) states that a correlational study determines the relationship of two or more variables which means it was find out if the increase or decrease of a variable can increase or decrease another variable.

Research Participants

The researcher used a purposive study by indicating a quota. The total of 200 public elementary teachers were purposely chosen as respondents of the study.

Research Materials

The study used an adopted the instruments from the following: first, for the level of teachers' commitment, the instrument is adopted from the study of Hussen et al., (2016) on "teachers' professional commitment toward student learning, their profession and the community"; for the teachers' motivational strategies, the instrument is adopted from Nuckols (2018), "the strategies to motivate students"; for the level of mentoring skills of teachers, the instrument is adopted from the articles of Sogolytics (2022) on "new teacher mentoring survey"; and for the level of efficiency of teachers, the instrument is adopted from "teacher standard competency test" adapted and used by University of South Dakota to their teachers.

The instrument used in the study was revised the content that aligns to the elementary teacher and its location. However, the instrument was subjected to validation from the expert for the validity.

The instrument was composed of Part I, teachers' commitment; Part II, motivational practices of teachers; Part III, mentoring skills of teachers; and Part IV, efficiency of teachers.

Data Gathering Procedure

The data were gathered through the following procedure: first, asking permission to conduct the study; second, conducting study through face-to-face survey or with the use of Google Forms; third, consolidating the data through excel tally; fourth, analyzing the data through descriptive-correlation statistical tools.

Data Analysis

The data gathered were analyzed through descriptive tool by using weighted mean.

For the correlation of variables, the data were analyzed in terms of Pearson Product Moment Correlation and Multiple Regression analysis with 0.05 level of significance.

Further, the study also utilized the Structural Equation Modelling (SEM). Structural equation modeling represents the causal relationships between latent and observed variables. Structural equation modeling (SEM) allows us to investigate causal relationships among variables and understand how each contributes to overall performance. SEM is a powerful tool that combines factor analysis and multiple regression analysis to analyze relationships among multiple variables. Statistical techniques like correlation and regression are inefficient in studying complex multivariate relationships. SEM is suitable for modeling complex, multifaceted constructs that are measured with error. It is also useful because it helps specify a system of relationships (Akinremi, 2024).

Anticipated Methodological Issues

The following methodological issues that encountered by the researcher were undertaken.

Design. The researcher has less expertise in quantitative design -path analysis especially in correlation. With this, the researcher sought for expert assistance in doing correlation analysis of variables used in the study.

Time. The researcher considered the strict following the schedules on conducting a survey to the respondents to ensure that the timetable was attained by the researcher. Proper communication to the target approving individuals were followed also.

Participant Selection. The study may have trouble in finding the vacant time of public elementary school teachers of Kabacan South District due to their personal and work schedules. The researcher then coordinated to the Division Office and School Administrators and District Office to allow the researcher to conduct survey in the selected school with permission.

Resources and Analysis. The researcher does not have application or software to analyze the data gathered in correlation design. The researcher then hired the statistician and data analyst in the graduate school of CMC.

Role of the Researcher

The primary role of the researcher was the data collector only from the survey conducted to the respondents. Any form of biases in conducting and in analyzing the data

was strictly avoided in this study. The researcher sticks only to the results given by the participants.

Validity of Data

The researcher maintained the validity of data gathered by maintaining the results from the gathered data from the respondents. Whatever responses by the respondents were strictly used as basis for interpretation. The researcher point of view was avoided.

Ethical Consideration

To make the study more ethical, the following considerations are undertaken:

Social Value. The study presented the path analysis of teachers' efficacy as influenced by commitment, motivational practices and mentoring skills. With this study, the school policy makers, school administrators and other teachers may understand on what factors that contribute to eh efficacy of teachers if it is influence by commitment, motivational practices of mentoring skills. With this study also, some policy and programs may be implemented to improve more the efficacy of teachers.

Informed Consent. The researcher asked the permission of respondents through Ethics Inform Consent Form. They are properly informed about the purpose of the study and understand the reason for their participation so that they can choose to participate or not. It made clear that respondents' involvement in the study is voluntary and when they refuse, they are not forced by the researcher. Moreover, the researcher is cautious to assure the participants' psychological well-being.

Falsification. The researcher was founded by the principles applied in the study based on the theoretical lens used. The researcher was not claimed fully the results; hence, some results were supported by other authors to increase the level of claims.

Vulnerability of Research Participants. The participants in this study are not considered vulnerable for they are capable to decide to themselves whether to involved in the study. Hence, the researcher assured that the participants' identities were confidential and guarantee that they are protected from the possibility of being identified.

Risks, benefits, and Safety. For the security of the participants and their psychological and social well-being, the researcher explained the effect and significance of the study. It is considered that the results of the study have a positive impression on the participants. Time is also crucial in the study for it require the participants to apportion time from their personal and professional obligations. Thus, the researcher made certain that conducting the survey was set at the participants' convenience. Moreover, the results, discussions, and findings from this study may also shows evidence-based information which can be used by policy makers, school administrators, teachers and stakeholders.

Privacy and Confidentiality. With regards to the participants' right to privacy, the researcher is expected to secure all records and not allowed to release any information that could expose the specific identity to the participants. In presenting the results, the researcher refrained from revealing the names of the participants. In the cases where

participants opted to withdraw their participation from the study, the researcher allowed the request. The researcher was conscientious in asking questions and using language that was fair and free of bias. The researcher is also compelled to orient her research assistants, documenters on the terms and conditions of privacy and confidentiality observed in this study.

Justice. The researcher was impartial in choosing the participants of the study. Nobody was disregarded and anybody who fits the qualifications of a full-time faculty of basic education schools were possible participants in the study. All participants were treated equally regardless of if they participated in the survey. However, to make clear, the participants were chosen only in the Kabacan South District, Kabacan, Cotabato.

Transparency. The researcher safeguards the proper implementation of the methods that was used in the study. The researcher included all the necessary documents that support data analysis and give the readers access to read through these to gain a better understanding of the results and findings of the study. Moreover, the findings were discussed in a comprehensively especially information that may have an effect in the presentation of the results to give importance to transparency.

Qualification of the Researcher. The researcher recognizes her limited exposure to the Path Analysis Approach. Hence, she sought some advice from her adviser and panelists, as well as peers who are proficient in this method. Further, she was guided by the experts to implement the method properly and able the gathered the data for the intended purpose.

Adequacy of Facilities. The researcher ensured the availability and accessibility of needed facilities in this study. Library and internet resources are available for further references to deepen and strengthen analysis and interpretation of data gathered. Audio recorders, camera, and other materials needed was available. The group of experts who were provided valuable feedback and suggestions are identified to help the researcher in conducting the study and communicating results.

Community Involvement. The researcher was committed to respect the community, especially the faculty and administrators of elementary schools. All activities done are subject to the permission of schools division superintendent, district supervisors, school administrators, school principals, school heads and public elementary school teachers. Through this study, the involvement of these stakeholders was generated information that were beneficial to their current practices in preparing the next generation of committed teachers.

Plagiarism. The research paper was undergone plagiarism check through online plagiarism tool. A copy was retrieved for the verification.

Fabrication. The fabrication of the research paper was done after the final approval of the graduate school of CMC, Kidapawan City.

Falsification. Any claimed of review on literature was verified by attaching the authors and journals. For the results of the study, the claimed was based on the participants' consolidated ideas.

Conflict of Interest. The researcher avoided to interpret the data based on personal idea. The interpretations were based on the primarily data and the ideas from the participants or the respondents.

RESULTS AND DISCUSSION

This chapter presents the results and discussions regarding the commitment of teachers, their level of motivational practices, level of mentoring skills, level of teacher efficiency, and results on test of hypothesized models.

Level of Teacher's Commitment

Table 1 shows the results on mean analysis in terms of level of teacher's commitment on teaching students, and professions.

Commitment in Teaching Students. Result showed that the item number 3 on "teachers respect children and their rights, showing a sympathetic and positive attitude towards them" was the highest result with the mean of 3.83 which interpreted as high level of commitment. On the other hand, the item number 7 on "teachers never punish or blame a student if the student doesn't understand the teacher in the class" was the lowest result with the mean of 3.26 which interpreted as moderate level of commitment. While the category mean of 3.62 indicates that the teachers were having high level of commitment on teaching students.

This result was supported by Kotze & Nel (2020), which stated that due to the frequent interaction, numerous commitments are more essential than others in various circumstances, and the power of such commitments also depends on the consequences of different forces in an individual's life. Committed educators are involved in communicating with their students and consider their development and they meaningfully struggle for aptitude in cultivating and developing numerous approaches. Moreover, Cairo (2019) also stated that teachers are in the teaching profession because of their deep commitment and love for the noble task of molding the future citizens of the country.

Commitment in Profession. Result showed that the item number 3 on "teachers adhere to a code of ethics regarding membership, conduct and practice" was the highest result with the mean value of 3.76 which interpreted as high level of commitment. On the other hand, the item number 6 on "teachers refrain from assigning professional duties to non-professional personnel when such assignment is not in the best interests of the students" was the lowest result with the mean of 3.40 which interpreted as moderate level of commitment. While the category mean of 3.54 indicates that the teachers were having high level of commitment on teaching on their profession.

This result was supported by Cairo (2019) which stated that the professional commitment is an attitude that someone has towards her job. Thus, a committed teacher must possess certain qualities to perform her functions efficiently and effectively. She should be a transformed teacher in terms of character and competence, sensitive to the learning styles of the learners.

The overall mean of 3.58 with standard deviation of .373 indicates that the teacher respondents were having high level of commitment. This implies that the teachers were highly committed to perform their jobs in teaching their students and their profession.

This was supported by Cairo (2019) which stated that the teaching profession requires commitment. An effective educator must be committed not only to his students but also to the teaching profession. In addition, the result also supported by Hariri & Sumintono (2020) which stated that committed teachers are characterized by four qualities: having a desire to be good teachers, being more fact purveyors and sources, recognizing and accepting individual worth, and meeting professional responsibilities.

Table 1
Level of Teacher's Commitment

Indicators	Mean	Std. Deviation	Interpretation
A. Commitment in Teaching Students			
1. Teachers create a relaxed and supportive environment where students trust the teacher to help them to be successful	3.72	.458	High
2. Teachers encouraging pupils to formulate and work for high individual goals in the development of their physical, intellectual, creative aspects	3.66	.533	High
3. Teachers respect children and their rights, showing a sympathetic and positive attitude towards them	3.83	.389	High
4. Teachers recognize individual differences among pupils and seek to meet their individual needs	3.76	.472	High
5. Teachers refrain from commenting unprofessionally about their students	3.57	.553	High
6. Teachers inform appropriate individuals and agencies about the	3.55	.508	High

student's educational needs			
7. Teachers never punish or blame a student if the student doesn't understand the teacher in the class	3.26	.696	Moderate
Category Mean	3.62	.414	High
B. Commitment in Profession			
1. Teachers regard the profession as a life career and consider membership in the profession as permanent	3.68	.467	High
2. Teachers commit to the ideal of service to humankind rather than to personal gain.	3.55	.508	High
3. Teachers adhere to a code of ethics regarding membership, conduct and practice.	3.76	.428	High
4. Teachers demand a high order of intellectual activity	3.38	.597	Moderate
5. Teachers exert every effort to raise the educational standard and to improve one's services to promote a climate in which the exercise of professional judgment is encouraged	3.62	.535	High
6. Teachers refrain from assigning professional duties to non-professional personnel when such assignment is not in the best interests of the students	3.40	.641	Moderate
7. Teachers appropriately use of time granted for professional purposes	3.55	.537	High
8. Teachers use the writing or research findings of	3.44	.527	Moderate

others with intellectual
honesty for their
professional
development

Category Mean	3.54	.386	High
Overall Mean	3.58	.373	High Level of Teachers' Commitment

Legend:

Mean Scale Description

1.00-1.49	Very Low Level of Teacher's Commitment
1.50-2.49	Low Level of Teacher's Commitment
2.50-3.49	Moderate Level of Teacher's Commitment
3.50-4.00	High Level of Teacher's Commitment

Level of Motivational Practices of Teachers

Table 2 shows the results on mean analysis in terms of level of teacher's motivational practices in improving parental support and pupil's participation.

Improving Parental Support. Result showed that out of 10 items, the item number 5 on "providing feedback to parents on the performance of their children" was the highest mean result with the mean value of 3.75 which interpreted as high level of motivational practices on parental support. On the other hand, the item number 2 on "sending motivational notes to parents with content of teaching techniques to be used" was the lowest result with the mean of 3.44 which interpreted as moderate level of motivational practices of teachers to improve parental support. While the category mean of 3.59 indicates that the teachers were having high level of motivational practices in improving the parental support of parents towards child learning in overall evaluation.

This result was supported by the study of Nuckols (2018) which stated that in improving the parental support, the teachers must promote shared learning, team learning, collaborative learning and group learning by involving parents to the learning needs of the learners.

Pupil's Participation. In terms of motivational practices of teachers to improve pupil's participation, out of 10 items, the result showed that the item number 3 on "showing commitment as learning-partner of students" was the highest mean with the mean value of 3.70 which interpreted as high level of motivational practices. However, the item number 2 on "showing personal interest to students for their learning in home" was the lowest result with the mean of 3.52 which interpreted as high level of motivational practices. While the category mean of 3.63 indicates that the teachers were having high level of motivational practices.

This result was supported by Hargraves (2020) which stated that to promote motivation to students, the teachers should build a strong relationship with the learners and serve as learning partner of students as motivations for students' support learning.

The overall mean of 3.61 with standard deviation of .381 indicates that the teacher respondents were having high level of motivational practices. This implies that

the teachers were highly motivated to perform their job in improving parental support and pupil's participation.

This was supported by the study of Hargraves (2020) which stated that the teachers are very motivated for the best learning outcome of learners.

Table 2
Level of Motivational Practices of Teachers

Indicators	Mean	Std. Deviation	Interpretation
A. Improving Parental Support			
1. Building teacher-parent relationship especially in the distribution of SLM/LAS and their duties to their children.	3.68	.526	High
2. Send motivational notes to parents with content of teaching techniques to be used.	3.44	.598	Moderate
3. Set-up specialized points and standards to parents for their guide in supporting the learning of their children.	3.56	.554	High
4. Have regular reminder to parents for the accomplishment schedule of their child's participation in SLM and LAS.	3.65	.517	High
5. Provide feedbacks to parents on the performance of their children.	3.75	.453	High
6. Provide creative learning activities to parents for their guide to support the learning of their children.	3.60	.529	High
7. Re-enforce parents by providing them extra learning materials to be used for their support to the learning of their children.	3.62	.580	High

8. Encourage and motivate parents to assign location in their house intended for the learning area of their children.	3.69	.534	High
9. Provide criteria as guide of parents for their regular routine in supporting the learning of their children.	3.51	.539	High
10. Provide teaching strategies to parents as their guide in teaching their children in their home to make them feel comfort and sense of control.	3.45	.518	Moderate
Category Mean	3.59	.399	High
B. Pupil's Participation			
1. Building teacher-student relationship despite of pandemic.	3.68	.478	High
2. Showing personal interest to students for their learning in home.	3.52	.510	High
3. Showing commitment as learning-partner of students.	3.70	.468	High
4. Boost the confident of learner by encouraging them to participate in their lesson in module.	3.67	.520	High
5. Provide guidelines and due dates to pupils to finish their SLM /LAS in a given period of time.	3.60	.529	High
6. Re-enforce the lesson given to the pupils with physical motivational activities.	3.65	.508	High
7. Provide different and varied methods in answering the SLM /LAS for them the learners will be able to	3.64	.510	High

touch their learning needs or interest.

8. Allow the pupils to participate and answer their SLM and LAS with participation of technological advantage.	3.61	.556	High
9. Feedback the students' performance for them to evaluate and assess their learning.	3.63	.542	High
10. Recognize the learning of students by sending notes and other form of recognizing of motivational materials or reward.	3.60	.519	High
Category Mean	3.63	.413	High
Overall Mean	3.61	.381	High Level of Motivation Practices

Legend:

Mean Scale Description

1.00-1.49	Very Low Level of Teacher's Motivational Practices
1.50-2.49	Low Level of Teacher's Motivational Practices
2.50-3.49	Moderate Level of Teacher's Motivational Practices
3.50-4.00	High Level of Teacher's Motivational Practices

Level of Mentoring Skills of Teachers

Table 3 shows the results on mean analysis in terms of level of mentoring skills of teachers in working with other mentors and performing their duties and responsibilities.

Working with Other Mentors. In terms of working with other mentors, the result showed that out of 10 items, the item number 3 on "I feel like I belong to this school" was the highest mean result with the mean value of 3.75 which interpreted as high level. On the other hand, the item number 1 on "the principal and school administrators are approachable and interested in my concerns" was the lowest result with the mean of 3.54 which interpreted also as high level of skill in working with other mentors. Moreover, the category mean of 3.67 indicates that the teachers were having high level of skill in working with mentors or school leaders.

This was supported by the study of Shu (2022) which stated that the more committed educators are in school, the more they become engaged with their job including teaching and mentoring. Meyer (2022) also stated that a wise teacher and a

great mentor build professional environment that promotes positive emotional health and well-being with co-teachers.

Performing Duties and Responsibilities. In terms of performing duties and responsibilities, out of 10 items, the result showed that the item number 4 on “I help my students for their development” was the highest mean with the mean value of 3.77 which interpreted as high level of mentoring skill. However, the item number 2 on “I was given all the information that I needed to prepare for my current teaching assignments” was the lowest result with the mean of 3.48 which interpreted as moderate level of mentoring skill. While the category mean of 3.63 indicates that the teachers were having high level of mentoring skill.

This result was supported by Meyer (2022) which stated that a great teacher as mentor has high targets for student learning and their development.

The overall mean of 3.65 with standard deviation of .359 indicates that the teacher respondents were having high level of mentoring skill. This implies that the teachers were highly motivated to perform their job in mentoring their students and working with other mentors.

This was supported by Chalk (2022) which stated that the teachers are improving their mentoring skills such as self-availability, encourager, giver, professional improved, opportunity seeker, empowered, stress resilient, and collaborator.

Table 3
Level of Mentoring Skills of Teachers

Indicators	Mean	Std. Deviation	Interpretation
A. Working with other mentors			
1. The principal and school administrators are approachable and interested in my concerns.	3.54	.556	High
2. The teachers in this school helped me to make a smooth transition into the teaching profession.	3.66	.483	High
3. I feel like I belong to this school.	3.75	.478	High
4. I feel I receive full support from other mentors.	3.72	.480	High
5. Overall, I am satisfied with the accessibility of my mentor.	3.68	.465	High

6. Overall, my mentor has been a valuable resource for helping me.	3.73	.456	High
7. My mentor program has developed my mentoring skills.	3.69	.474	High
8. My mentor program has developed my confidence as a teacher.	3.66	.495	High
9. My mentor program has developed my effectiveness in the classroom.	3.67	.540	High
10. I feel like I am well-prepared to mentor my students due to the mentorship I received from my mentors.	3.64	.511	High
<i>Category Mean</i>	3.67	.395	High
B. Performing Duties and Responsibilities			
1. I feel like I am well-qualified for my current teaching assignments.	3.56	.507	High
2. I was given all the information that I needed to prepare for my current teaching assignments.	3.48	.557	Moderate
3. I know I can go to for assistance as problems arise.	3.55	.564	High
4. I help my students for their development.	3.77	.441	High
5. I help my students for their lessons.	3.74	.448	High
6. I always see to it that I provide assessment to my students.	3.65	.476	High
7. I use differentiated instruction or learning styles in teaching students.	3.73	.445	High
8. I use to regularly update my students the school rules or policy.	3.73	.442	High

9. I use to work with parents on students' performance.	3.61	.537	High
10. I put extra time and effort in teaching students.	3.74	.436	High
Category Mean	3.63	.363	High
Overall Mean	3.65	.359	High Level of Mentoring of Skills of Teachers

Legend:**Mean Scale Description**

1.00-1.49	Very Low Level of Teacher's Mentoring Skills
1.50-2.49	Low Level of Teacher's Mentoring Skills
2.50-3.49	Moderate Level of Teacher's Mentoring Skills
3.50-4.00	High Level of Teacher's Mentoring Skills

Level of Teacher Efficiency

Table 4 shows the results on mean analysis of teacher level of efficiency in terms of knowledge of students and their development, create an effective learning environment, understand subject matter, plans and designs appropriate learning experiences, uses on-going assessment to monitor student learning, and develop profession practice.

Knowledge of Students and their Development. In terms of knowledge of students and their development, the result showed that out of 5 items, the item number 1 on "Understands and appreciates diversity among students" was the highest mean result with the mean value of 4.72 which interpreted as very high level of teacher efficiency. On the other hand, the item number 4 on "Uses a variety of instructional strategies and resources to respond to students' diverse needs" was the lowest result with the mean of 4.51 which interpreted also as very high level of teacher efficiency. Moreover, the category mean of 4.63 indicates that the teachers were having very high level of teacher efficiency in improving knowledge and development of students.

This was supported by Yussif (2022) which stated that the best teachers are both effective and efficient. Effective teachers are those who can engage their students in learning and get them excited about it. Efficient teachers, on the other hand, are those who can get the most out of their students in the shortest amount of time.

Create an Effective Learning Environment. In terms of creating an effective learning environment, out of 5 items, the result showed that the item number 2 on "Establishes a climate that promotes fairness and students" was the highest mean with the mean value of 4.64 which interpreted as very high level of teacher efficiency. Moreover, the item #4 on "Creates a physical environment that engages all students" was the lowest result with the mean of 4.51 which interpreted also as very high level of teacher efficiency. While the category mean of 4.58 indicates that the teachers were having very high level of teacher efficiency.

This was supported by Yussif (2022) which stated that effective teachers know how to manage classroom and keep things running out smoothly. In addition, the result was also supported by Alibakshi (2020) which stated that effective teachers are those who can engage learning in motivation and achievement.

Understand Subject Matter. In terms of understanding subject matter, out of 5 items, the result showed that the item #5 on “Uses materials, resources, and technologies to provide meaningful learning” was the highest mean with the mean value of 4.64 which interpreted as very high level of teacher efficiency. Moreover, the item #4 on “Creates a physical environment that engages all students” was the lowest result with the mean of 4.51 which interpreted also as very high level of teacher efficiency. While the category mean of 4.58 indicates that the teachers were having very high level of teacher efficiency. This was supported by the study of Barni et al. (2019) which stated that effective teachers can prepare instructional materials and effectively delivered it to increase the students’ achievement.

The overall mean of 3.65 with standard deviation of .359 indicates that the teacher respondents were having high level of mentoring skill. This implies that the teachers were highly motivated to perform their job in mentoring their students and working with other mentors.

Table 4
Level of Teacher Efficiency

Indicators	Mean	Std. Deviation	Interpretation
A. Knowledge of Students and their Development			
1. Understands and appreciates diversity among students.	4.72	.492	Very High
2. Forms constructive relationships with students.	4.61	.536	Very High
3. Connects students' prior learning, life experiences, and interests with learning goals.	4.65	.498	Very High
4. Uses a variety of instructional strategies and resources to respond to students' diverse needs	4.51	.617	Very High
5. Facilitates learning experiences that promote autonomy, interaction, and choice.	4.66	.553	Very High
Category Mean	4.63	.435	Very High
B. Create an Effective Learning Environment			
1. Engages students in problem solving, critical thinking, and other	4.56	.545	Very High

activities that make subject matter meaningful.			
2. Establishes a climate that promotes fairness and students.	4.64	.519	Very High
3. Establishes a collaborative learning environment.	4.58	.533	Very High
4. Creates a physical environment that engages all students	4.51	.548	Very High
5. Plans and implements classroom procedures and routines that support student learning.	4.60	.520	Very High
Category Mean	4.58	.448	Very High
C. Understand Subject Matter			
1. Uses instructional time effectively	4.58	.533	Very High
2. Demonstrates knowledge of subject matter content and skills.	4.70	.501	Very High
3. Inter-relates ideas and information within and across subject matter area.	4.49	.558	Very High
4. Uses instructional strategies that are appropriate to the subject matter.	4.67	.539	Very High
5. Uses materials, resources, and technologies to provide meaningful learning.	4.72	.482	Very High
Category Mean	4.63	.433	Very High
D. Plans and Designs Appropriate Learning Experience			
1. Establishes goals for student learning.	4.70	.509	Very High
2. Develops and sequences instructional activities for student learning.	4.66	.533	Very High
3. Modifies instructional plans to meet the needs of all students.	4.69	.534	Very High
4. Uses resources to meet the needs of student.	4.69	.505	Very High

5. Communicates learning goals to students.	4.74	.472	Very High
Category Mean	4.69	.462	Very High
E. Uses On-going Assessment to Monitor Student Learning			
1. Collects and uses multiple sources of information to assess learning.	4.53	.547	Very High
2. Assists students in assessing their own learning.	4.49	.530	Very High
3. Maintains up-to-date records and analyzes data.	4.64	.519	Very High
4. Communicates with students and families about student progress.	4.65	.508	Very High
5. Reflects on teaching practice to extend knowledge and skills.	4.61	.518	Very High
Category Mean	4.58	.430	Very High
F. Develop Profession Practice			
1. Establishes goals for professional development.	4.70	.509	Very High
2. Meets the responsibilities of a professional educator.	4.71	.484	Very High
3. Works with families in supporting student learning.	4.46	.600	Very High
4. Maintains positive relationships with other professionals.	4.74	.491	Very High
5. Works with colleagues to improve professional practice.	4.77	.464	Very High
Category Mean	4.68	.439	Very High
Overall Mean	4.63	.389	Very High
			Level of Teacher Level of Efficiency

Legend:**Mean Scale Description**

1.00-1.49	Very Low Level of Teacher Efficiency
1.50-2.49	Low Level of Teacher Efficiency
2.50-3.49	Moderate Level of Teacher Efficiency
3.50-4.49	High Level of Teacher Efficiency

4.50-5.00 Very High Level of Teacher Efficiency

Relationship Between the Variables

Table 5 shows the results on regression analysis on comparison between the teachers' commitment and efficiency; motivational practices and efficiency; and mentoring skills and efficiency.

Teachers' Commitment and Efficiency. The result of analysis shown significant relationship between the teachers' level of commitment to their level of efficiency with (R-value = 0.624; p-value = 0.000). This means that the high level of teachers' commitment in teaching students and profession is significant to their very high level of efficiency in knowledge of students and their development, create an effective learning environment, understand subject matter, plans and designs appropriate learning experience, uses on-going assessment to monitor student learning, and develop profession practice.

This was supported by the result of Shu (2022) which stated that the level of commitment of teachers has significant relationship to their level of efficiency especially in taking more obligations which lead to more engagement.

Motivational Practices and Efficiency. The result of analysis shown significant relationship between the teachers' level of motivational practices to their level of efficiency with (R-value = 0.670; p-value = 0.000). This means that the high level of teachers' motivational practices in terms of improving parental support and pupil's participation is significant to their very high level of efficiency in knowledge of students and their development, create an effective learning environment, understand subject matter, plans and designs appropriate learning experience, uses on-going assessment to monitor student learning, and develop profession practice.

This result is supported by the study of Steinmayr (2019) which stated that motivations can be significant contributors for efficient performance.

Mentoring Skills and Efficiency. The result of analysis shown significant relationship between the teachers' level of mentoring skills to their level of efficiency with (R-value = 0.631; p-value = 0.000). This means that the high level of teachers' mentoring skills in terms of working with other mentors, and performing duties and responsibilities is significant to their very high level of efficiency in knowledge of students and their development, create an effective learning environment, understand subject matter, plans and designs appropriate learning experience, uses on-going assessment to monitor student learning, and develop profession practice.

This was supported by the result of Pajares (2019) which stated that the teachers who attained the mastery level of experience in teaching may develop an ability to efficiently mentor and teaches learners for their development.

Table 5
Relationship between the Variables

Remarks	VARIABLES	R	p-value
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Teachers' Commitment and Efficiency	.624**	.000	Significant
Motivational Practices and Efficiency	.670**	.000	Significant
Mentoring Skills and Efficiency	.631**	.000	Significant

*Significant at .05 level

Influence of Teachers' Commitment, Motivational Practices and Mentoring Skills on Efficiency

Table 6 shows the results on regression analysis on the influence of teachers' commitment and efficiency; motivational practices and efficiency; and mentoring skills to their level of efficiency.

Influence of Teachers' Commitment and Efficiency. The result of analysis shown significant influence of teachers' level of commitment to their level of efficiency with (T-value = 2.852; p-value = 0.005). This means that the high level of teachers' commitment in teaching students and profession has significant influence on their very high level of efficiency in knowledge of students and their development, create an effective learning environment, understand subject matter, plans and designs appropriate learning experience, uses on-going assessment to monitor student learning, and develop profession practice.

This was supported by the result of Shu (2022) which stated that the higher the level of teachers' commitment has significant influence on the level of teachers' efficiency. Moreover, the educators who are more committed in work has significant influence on their efficiency in doing their tasks.

Influence of Motivational Practices and Efficiency. The result of analysis shown significant influence of the teachers' level of motivational practices to their level of efficiency with (T-value = 3.998; p-value = 0.000). This means that the high level of teachers' motivational practices in terms of improving parental support and pupil's participation has significant influence to their very high level of efficiency in knowledge of students and their development, create an effective learning environment, understand subject matter, plans and designs appropriate learning experience, uses on-going assessment to monitor student learning, and develop profession practice.

This result is supported by the study of Steinmayr (2019) which stated that the level of teachers' motivations could be a significant predictor that influence learners to perform efficiently. This could contribute also the efficiency level of teachers.

Influence of Mentoring Skills and Efficiency. The result of analysis shown significant influence of the teachers' level of mentoring skills to their level of efficiency with (T-value = 2.936; p-value = 0.004). This means that the high level of teachers' mentoring skills in terms of working with other mentors, and performing duties and responsibilities has significant influence to their very high level of efficiency in knowledge

of students and their development, create an effective learning environment, understand subject matter, plans and designs appropriate learning experience, uses on-going assessment to monitor student learning, and develop profession practice.

This was supported by the result of Pajares (2019) which stated that the teachers' level of mentoring skills could significantly influence their level of efficiency in doing their job and improving the performance of learners.

Table 6
Influence of Teachers' Commitment, Motivational Practices and Mentoring Skills on Efficiency

Variables	Variables	Standardized Coefficients	Standardized Coefficients	T	P-value	Remarks
	Constant		Beta			
	653	.213		7.743	.000	Significant
Teachers' Commitment	30	.213	.220	2.852	.005	Significant
Motivational Practices	45	.086	.337	3.998	.000	Significant
Mentoring Skills	250	.085	.230	2.936	.004	Significant

Note: $R=.713^a$, $R\text{-square}=.508$, $F=67.555$, $P>.05$

Test of Hypothesized Model 1

Figure 6-Table 7 shows hypothesized result model 1 on the relationship of independent and dependent variable. The p-value = 0.000 shown direct relationship on teachers' commitment, motivational practices and mentoring skills to the efficiency of teachers.

Test of Hypothesized Models

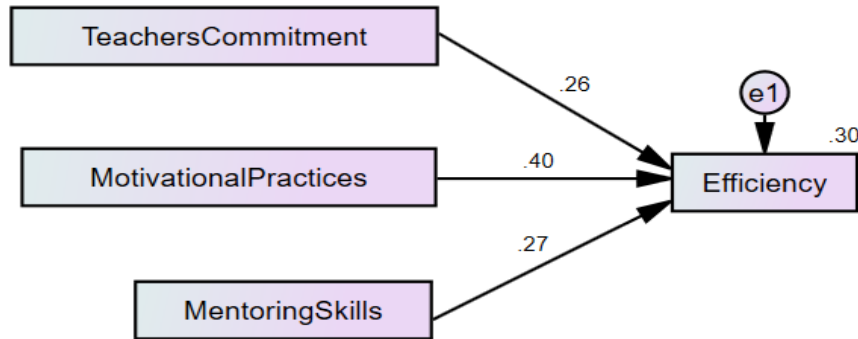


Figure 6. Hypothesized Model 1

Table 7
Model Fit Values on Hypothesized Model 1

MODEL VALUES	FIT	CRITERION	MODEL VALUES	FIT
CMIN/DF	<3.0		110.531	
P-value	>.05		.000	
NFI	>.95		.299	
TLI	>.95		-.408	
CFI	>.95		.296	
GFI	>.95		.301	
RMSEA	<.05		.742	
PCLOSE	>.05		.000	

Test of Hypothesized Model 2

Figure 7-Table 8 shows hypothesized result model 2 on the relationship of independent and dependent variable. The p-value = 0.000 shown direct relationship on teachers’ commitment, motivational practices and mentoring skills to the efficiency of teachers. The model 2 also shows the inter-relationship between the teachers’ commitment and motivational practices, and motivational practices and mentoring skills.

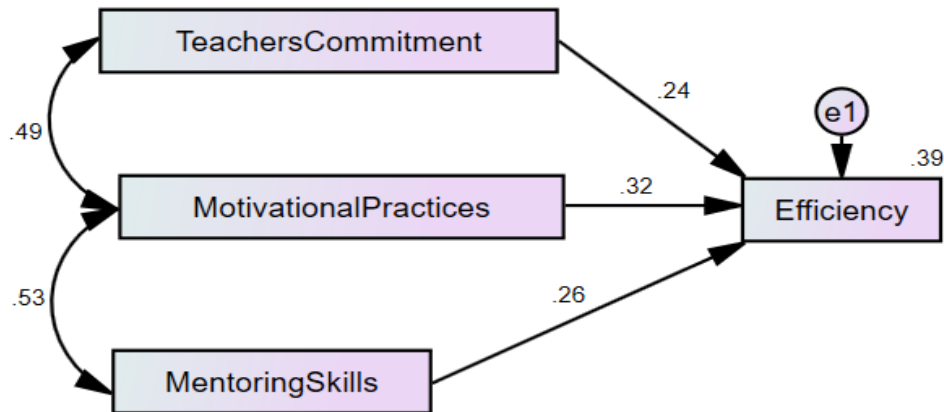


Figure 7. Hypothesized Model 2

Table 8
Model Fit Values on Hypothesized Model 2

MODEL INDEX	CRITERION	MODEL VALUES	FIT
CMIN/DF	<3.0	124.118	
P-value	>.05	.000	
NFI	>.95	.738	
TLI	>.95	-.582	
CFI	>.95	.736	
GFI	>.95	.739	
RMSEA	<.05	.787	
PCLOSE	>.05	.000	

Test of Hypothesized Model 3

Figure 8-Table 9 shows hypothesized result model 3 on the relationship of independent and dependent variable. The p-value = 0.000 shown direct relationship on teachers’ commitment, motivational practices and mentoring skills to the efficiency of teachers. The model 3 also shows the direct relationship of teachers’ commitment to motivational practices, and direct relationship of mentoring skills to motivational practices.

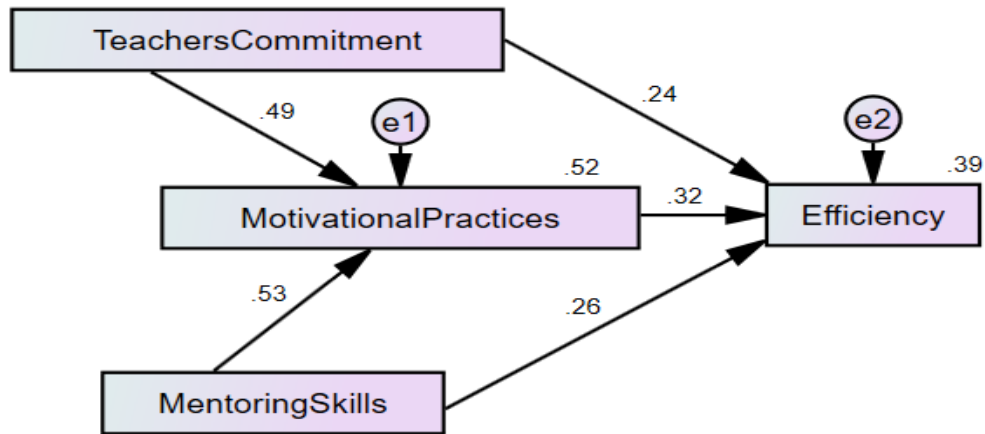


Figure 8. Hypothesized Model

Table 9
Model Fit Values on Hypothesized Model 3

MODEL VALUES INDEX	FIT CRITERION	MODEL VALUES	FIT
CMIN/DF	<3.0	124.118	
P-value	>.05	.000	
NFI	>.95	.738	
TLI	>.95	-.582	
CFI	>.95	.736	
GFI	>.95	.739	
RMSEA	<.05	.787	
PCLOSE	>.05	.000	

Test of Hypothesized Model 4

Figure 9-Table 10 shows hypothesized result model 4 on the relationship of independent and dependent variable. The p-value = 0.000 shown direct relationship on motivational practices and mentoring skills to the efficiency of teachers. The model 4 also shows the direct relationship of teachers’ commitment to motivational practices, and direct relationship of mentoring skills to motivational practices.

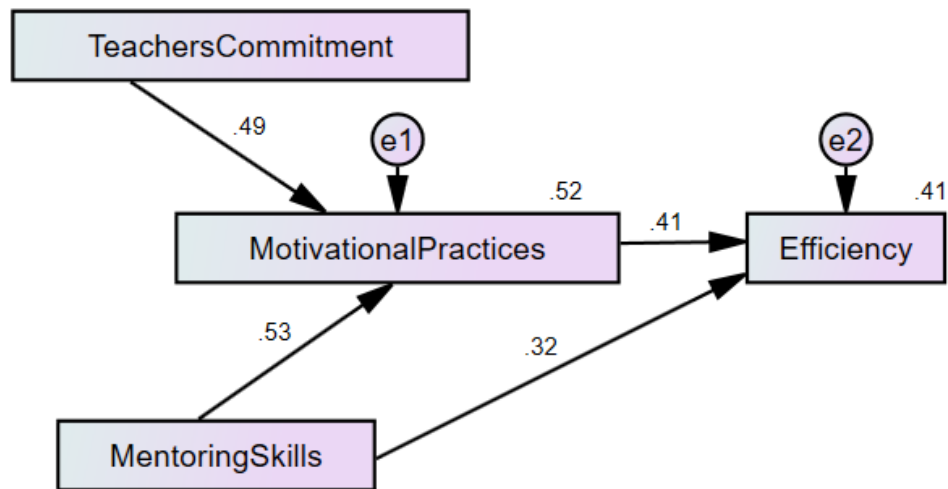


Figure 9. Hypothesized Model 4

Table 10

Model Fit Values on Hypothesized Model 4

MODEL INDEX	CRITERION	MODEL VALUES	FIT
CMIN/DF	<3.0	66.106	
P-value	>.05	.000	
NFI	>.95	.720	
TLI	>.95	.163	
CFI	>.95	.721	
GFI	>.95	.723	
RMSEA	<.05	.572	
PCLOSE	>.05	.000	

Test of Hypothesized Model 5

Figure 10-Table 11 shows hypothesized result model 5 on the relationship of independent and dependent variable. The p-value = 0.016 shown direct relationship on motivational practices and mentoring skills to the efficiency of teachers. The model 5 also shows the direct relationship of teachers' commitment to motivational practices, and

direct relationship of mentoring skills to motivational practices. Moreover, model 5 shows also inter-relationship on teachers' commitment and mentoring skills.

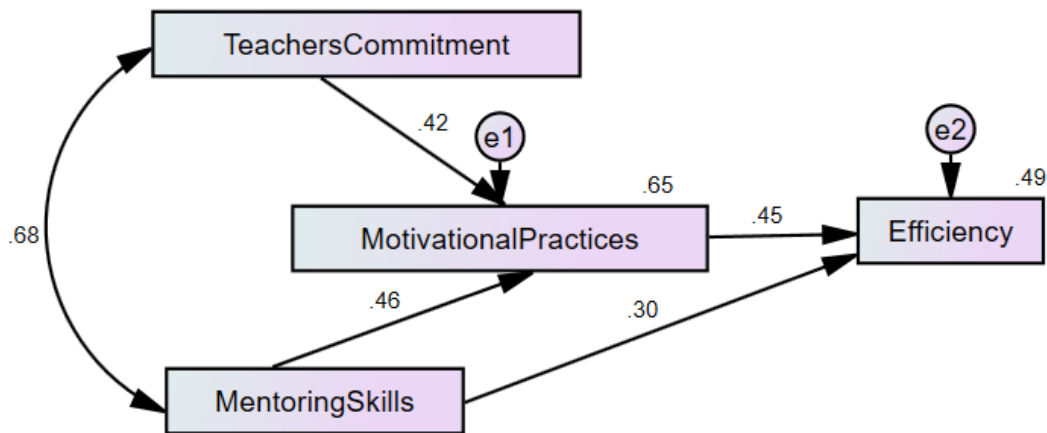


Figure 10. Hypothesized Model 5

Table 11
Model Fit Values on Hypothesized Model 5

MODEL	FIT		
VALUES			
INDEX	CRITERION	MODEL	FIT
		VALUES	
CMIN/DF	<3.0	2.094	
P-value	>.05	.016	
NFI	>.95	.983	
TLI	>.95	.909	
CFI	>.95	.985	
GFI	>.95	.985	
RMSEA	<.05	.189	
PCLOSE	>.05	.016	

Best Fit Model to Measure the Efficiency of Teachers

Figure 11 shows the best fit model of job performance. It shows the direct relationship of motivational practices to efficiency of teachers; mentoring skills to efficiency; mentoring skills to motivational practices; and teachers' commitment to

motivational practices. Moreover, the fit model shows inter-relationship of teachers' commitment and mentoring skills.

Best Fit Model to Measure the Efficiency of Teachers

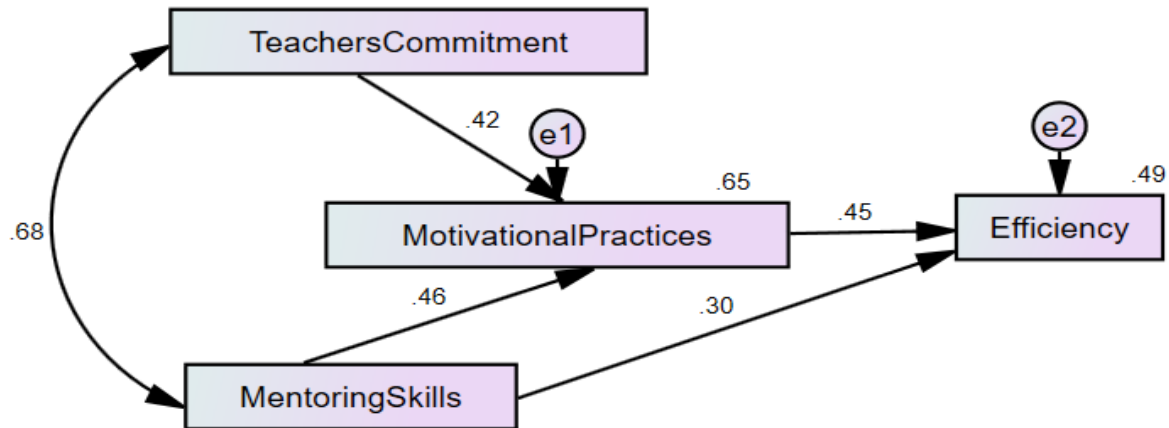


Figure 11. Hypothesized Model 5-Best Fit Model to Measure the Efficiency of Teachers

CONCLUSIONS

Based on the results of the study concludes the following:

The teachers' commitment was under high level in overall rating but moderate level to the following: 1) in not blaming the learners if they can't understand the lesson; 2) demanding high order of intellectual activity; 3) refraining from assigning professional duties to non-professional personnel; and 4) in writing research with intellectual honesty for professional development.

The teachers' motivational practices were under high level in overall rating but moderate level to the following: 1) in sending motivational notes to parents with content of teaching techniques; and 2) in providing teaching strategies to parents as their guide in teaching their children in home.

The teachers' mentoring skills were under high level in overall rating but moderate level on having all information needed to prepare for current teaching assignment.

The teachers' efficiency was under very high level but needs further improvement in working with students' family members in supporting the learning.

Results also revealed that there were significant relationship and influence between teachers' commitment, motivational practices and mentoring skills to their level of efficiency.

And based on the test hypothesized models, the model number 5 is best fit model to measure the efficiency of teachers

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