

The Mediating Effect of Institutional Incentive System on Self-Efficacy and Teachers' Commitment in Talomo-A District, Davao City

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Abstract:- The current study aimed to evaluate whether institutional incentive system mediates the relationship between self-efficacy and teachers' commitment. In this study, the researcher selected the 200 public elementary school teachers in Talomo-A District, Division of Davao City as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected to the following statistical tools: Mean, Pearson Moment Product Correlation, multiple linear regression analysis, and Structural equation model using mediation analysis. Findings revealed that the institutional incentive system and teachers' commitment in Talomo-A District in Davao City were described as extensive, while teachers' self-efficacy was rated as moderately extensive. Further, correlation analysis demonstrated that there is a significant relationship among teachers' self-efficacy, commitment, and institutional incentive system. Evidently, SEM using mediation analysis proved that institutional incentive system partially mediates the relationship between self-efficacy and teacher's commitment in Talomo-A District in Davao City. In other words, the institutional incentive system is a significant mediator on the relationship between self-efficacy and teachers' commitment in Talomo-A District in Davao City.

Keywords:- Teachers' Self-Efficacy, Commitment, Institutional Incentive System, Educational Management, Davao City, Philippines.

I. INTRODUCTION

A. The Problem and Its Scope

The advancement of a nation is dependent on the caliber of its educators, rendering teaching as one of the most honorable occupations and teachers as the genuine architects of a nation. Nevertheless, teachers are unable to carry out their numerous jobs and responsibilities unless they actively maintain their professional and personal knowledge of contemporary advancements. They play a crucial role in determining the destiny of the nation, and hence the nation's future is contingent upon their abilities and effectiveness. Teaching requires a teacher to possess a significant level of professional abilities and dedication, which should be deeply rooted in their personality. Academics globally acknowledge

the necessity of not only having an adequate quantity of educators, but also having educators who possess the appropriate information, abilities, and mindsets. As a result, there is a growing focus on the quality-related components of teacher education.

The commitment of teachers is essential as it demonstrates their personal understanding of work as engaging and significant, which has a substantial impact on school results and student success. Dedicated educators exhibit greater concentration and engagement in their field of work. Nevertheless, the level of dedication can diminish over time, even among individuals who willingly opted for a career in teaching. Diminished dedication has an adverse impact on the efficacy of educational institutions and may result in educators departing from their profession. In addition to dedication, teachers must also possess proficiency in their instructional abilities. Existing evidence suggests a worldwide problem of inadequate teacher dedication at all educational levels. Boyd et al. (2011) and Horng et al. (2009) observed that a significant number of instructors tend to quit schools that cater to economically disadvantaged and academically underperforming pupils. Retirement accounted for only 16 percent of the reasons for leaving. According to Mopal (2015) and Delima (2015), a significant number of teachers in the Philippines quit their profession because they are unable to cope with the excessive demands and challenges of managing their time effectively.

Contrarily, dedicated educators demonstrate belief in the objectives and principles of their institution and willingly conform to the set standards, as seen by Gökyer (2018). They demonstrate a high level of motivation to achieve excellence and display a stronger sense of loyalty to their organization (Lin & Wang, 2012). Moolenaar et al. (2012) highlighted that there is a direct relationship between a high level of organizational commitment and experiencing pleasant emotions towards one's employment. Moreover, Iden (2014) emphasized that job stability, satisfaction, and culture have an impact on organizational commitment. The presence of rewards, both intrinsic (internal) and extrinsic (external), has a substantial impact on promoting and nurturing this level of dedication.

Leadership self-efficacy is an essential determinant. Bobbio and Manganelli (2009) provided a definition of leadership as the capacity to establish a course of action, cultivate connections, and surmount challenges. Teachers are

more inclined to take charge of development and change when they are given chances to do so, hence improving the overall effectiveness of the organization (Oracion, 2014). The effectiveness of leaders, which refers to their ability to influence others towards goals without using force or pressure (Hallinger & Heck, 2010), has a substantial impact on teachers' performance in areas such as instruction, classroom management, and student engagement (Ball, 2010). The conviction of teachers in having a favorable impact is vital for the achievement of students.

The institutional incentive structure, specifically monetary rewards, significantly influences teachers' job happiness and dedication. Giacometti (2005) and Oke et al. (2015) emphasized the significance of monetary compensation in sustaining teachers' motivation to stay in the profession. Hanushek et al. (2010) observed that sufficient compensation has a positive impact on job retention, but inadequate income can result in individuals abandoning their careers. Prior studies have demonstrated a notable correlation between the leadership self-efficacy of school principals and the commitment of teachers. Nevertheless, this research primarily concentrated on the immediate impacts. Field and Buitendach (2011) and Coetzee and Van Dyk (2017) discovered that leadership self-efficacy improves teachers' commitment and passion, hence decreasing discontent arising from the work environment. According to Yap's (2020) study, there is a strong correlation between management efficacy and teacher dedication.

There is an urgent need to study the impact of the institutional incentive system on the relationship between the leadership self-efficacy of school heads and teachers' commitment in the specific context of Talomo-A District, Davao City, Philippines. This will be done through the use of structural equation modeling to fill the existing research gap. The objective of this study is to enhance our comprehension of these processes, which are now insufficiently investigated.

B. Theoretical/Conceptual Framework

This study is based on Kouzes and Posner's Exemplary leading Theory (2012), which presents the essential principles that leaders need to exhibit in order to demonstrate their effectiveness in leading. Balakrishnan et al. (2013) argue that enhancing teachers' views of management efficacy has a positive impact on their level of engagement and dedication to the teaching profession. To improve teacher retention, it is important to focus on non-financial factors that contribute to engagement, such as effective communication, recognition, support from management, active involvement in work, collaboration with colleagues, and clear understanding of roles and responsibilities. The study's conceptual structure, depicted in Figure 1, identifies self-efficacy as the independent variable, which includes leading change, time management, creating interpersonal relationships, self-awareness, and encouraging pupils. These aspects jointly determine an individual's assessment of their capacity to effectively demonstrate leadership.

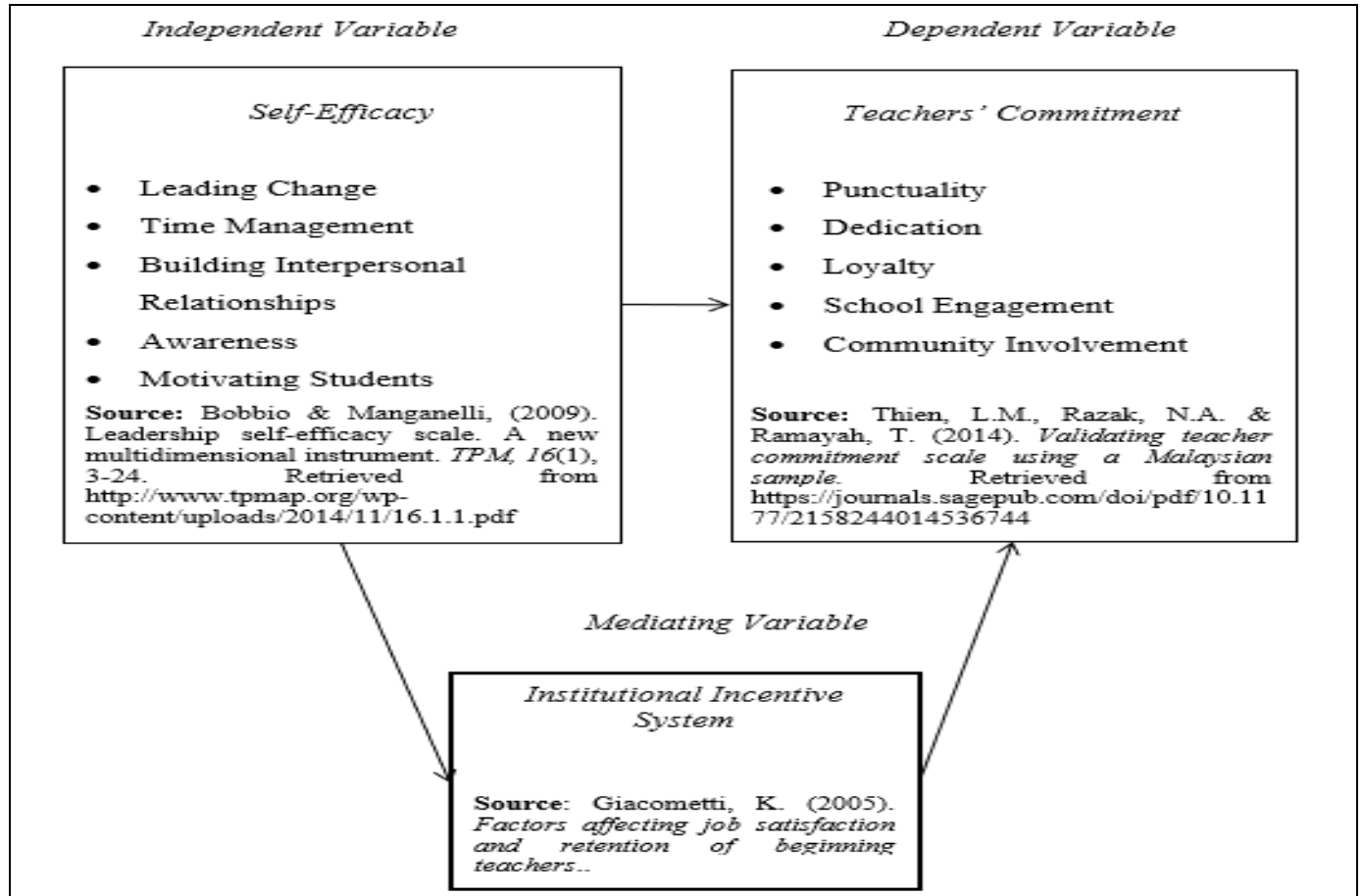


FIG 1 Conceptual Framework of the Study

C. Statement of the Problem

The primary objective of the study was to determine the mediating effect of institutional incentive system on the relationship between self-efficacy and teachers' commitment in Talomo-A District, Davao City. Specifically, the study intended to attain following objectives:

- What is the extent of teachers' self-efficacy in terms of:
 - Leading Change;
 - Time Management;
 - Building Interpersonal Relationships;
 - Awareness; and
 - Motivating Students?
- What is the extent of teachers' commitment in terms of:
 - Punctuality;
 - Dedication;
 - Loyalty;
 - School Engagement; and
 - Community Involvement?
- What is the extent of institutional incentive system (mediating variable) in Talomo-A District, Davao City?
- Is there a significant relationship among self-efficacy, teachers' commitment, and institutional incentive system in Talomo-A District, Davao City?
- Does institutional incentive system mediate the relationship between self-efficacy and teachers' commitment in Talomo-A District, Davao City?

D. Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- H_{01} :
There is no significant relationship among self-efficacy, teachers' commitment, and institutional incentive system in Talomo-A District, Davao City.
- H_{02} :
Institutional incentive system does not mediate the relationship between self-efficacy and teachers' commitment in Talomo-A District, Davao City.

II. METHOD

A. Research Design

The study used a non-experimental, descriptive correlation design to gather data and analyze relationships. Quantitative research, focusing on numeric and objective data, was employed (Babbie et al., 2010). Correlational design, as described by Myers and Well (2013), examines how independent variables influence dependent variables, establishing cause-and-effect relationships. This approach allowed observation and description of the relationships among teacher's self-efficacy, commitment, and the institutional incentive system. The study aimed to determine if the institutional incentive system significantly mediates the

relationship between self-efficacy and teachers' commitment in Talomo-A District, Davao City.

B. Research Respondents

The study's respondents were elementary school teachers in Talomo-A District, Davao City. A total of 200 respondents were selected using stratified random sampling, dividing the population into sub-groups based on five schools (Salkind, 2020). Inclusion criteria ensured that only permanent-regular elementary school teachers who voluntarily signed the informed consent form were surveyed. The study focused solely on the research questions, without considering the gender and socio-economic status of the teachers.

C. Research Instrument

The study utilized adapted and modified survey questionnaires divided into three parts. The first part, based on Bobbio and Manganelli (2009), assessed teachers' self-efficacy in leading change, time management, building interpersonal relationships, awareness, and motivating students, with a Cronbach coefficient value of 0.970, indicating excellent reliability. Responses were measured using a 5-point Likert scale, ranging from "Very Extensive" (4.20-5.00) to "Not Extensive" (1.00-1.79).

The second part focused on teachers' commitment, adapted from Thien et al. (2014), covering punctuality, dedication, loyalty, school engagement, and community involvement, with a Cronbach coefficient value of 0.982, also indicating excellent reliability. This section, validated by experts, used a similar 5-point Likert scale to determine the extent of commitment, from "Very Extensive" (4.20-5.00) to "Not Extensive" (1.00-1.79).

The third part examined the institutional incentive system, adapted from Giacometti (2005), with a Cronbach coefficient value of 0.951, signifying high reliability. This section also used a 5-point Likert scale to measure the extent of the incentive system, from "Very Extensive" (4.20-5.00) to "Not Extensive" (1.00-1.79).

D. Data Analysis

The researcher employed various statistical tools to analyze the collected data. The mean was employed to quantify self-efficacy, instructors' commitment, and the institutional incentive structure, in relation to objectives 1, 2, and 3. The Pearson Product Moment Correlation was used to evaluate the significant connections between the independent variable (self-efficacy), dependent variable (teachers' commitment), and mediating variable (institutional incentive system). It measured the intensity of a linear relationship between paired data, represented by the correlation coefficient (r). In this study, we used the Structural Equation Model with Mediation Analysis to assess how the institutional incentive structure mediates the relationship between self-efficacy and teachers' commitment.

III. RESULTS AND DISCUSSIONS

A. Self-Efficacy of Teachers in Talomo-A District, Davao City

➤ *Motivating Students.*

In Talomo-A District, Davao City, the mean score for teachers' self-efficacy was 3.52, which falls under the extensive category and indicates that it is often shown. The average ratings of various things varied from 3.24 to 3.82. The rating for the statement "Making the students I work with appreciate me" was 3.24, indicating a moderate level of appreciation. On the other hand, the statement "Being able to motivate and provide opportunities to students in their tasks" had a score of 3.82, indicating a high level of motivation and opportunity. It is often observed that teachers possess the capacity to envision the future. According to Saeed and Zyngier (2012), this indicates that when students are engaged, it promotes their ability to work together and think creatively. Furthermore, the results are consistent with Thoe et al. (2010), indicating that instructors' management efficacy has a substantial impact on the motivation and engagement of students in school activities.

Statement	Mean	Descriptive Rating
1. Motivating the students to strive hard.	3.32	Moderately Extensive
2. Motivating the class and arouse their enthusiasm when starting a new lesson.	3.76	Extensive
3. Being able to motivate and give opportunities to any students in the exercise of their tasks or functions.	3.82	Extensive
4. Making the students I work with appreciate me.	3.24	Moderately Extensive
5. Being sure I can gain the consensus of group members and students.	3.45	Extensive
Mean	3.52	Extensive

➤ *Awareness.*

The level of awareness among teachers in Talomo-A District, Davao City, is shown by a category mean of 3.31, which is considered fairly extensive and regarded as occasionally demonstrated. The average ratings for different items vary from 3.02 and 3.54. The statement "Helping group members achieve the group's objectives with my experience and competence" had an average score of 3.02, however the statement "Being able to validate their beliefs and values" received a score of 3.54, which was described as extensive. This suggests that teachers occasionally demonstrate the capacity to recognize individual strengths and weaknesses. These results are consistent with George-Walker's (2010) findings, which indicate that instructors who have high self-efficacy and confidence, and are supported by their surroundings, tend to have higher levels of job satisfaction. In addition, Meador (2019) highlights the need for effective leaders having a comprehensive understanding of the strengths and limitations of each team member in order to optimize their influence and promote individual growth.

Statement	Mean	Descriptive Rating
1. Being able to identify my own strengths and weaknesses.	3.12	Moderately Extensive
2. Being confident in my ability to get things done.	3.41	Extensive
3. Knowing how to get the best out of the situations.	3.48	Extensive
4. Help group members to reach the group's targets with my experience and competence.	3.02	Moderately Extensive
5. Being able to affirm their beliefs and values.	3.54	Extensive
Mean	3.31	Moderately Extensive

➤ *Leading Change.*

The teachers' self-efficacy in leading change in Talomo-A District, Davao City, has a category mean of 3.29, indicating a moderate level of extent and interpretation as occasional demonstration. The average ratings for different items vary from 3.68 to 4.44. The aspect of "Respecting the values of people from different cultures" received a score of 3.68, indicating a significant level of adherence. On the other hand, the aspect of "Thinking people from other cultures as open-minded" received a score of 4.44, indicating a highly significant level of adherence. Teachers in Talomo-A District, Davao City frequently have the capacity to actively seek out chances.

Statement	Mean	Descriptive Rating
1. Being able to identify my own strengths and weaknesses.	3.12	Moderately Extensive
2. Being confident in my ability to get things done.	3.41	Extensive
3. Knowing how to get the best out of the situations.	3.48	Extensive
4. Help group members to reach the group's targets with my experience and competence.	3.02	Moderately Extensive
5. Being able to affirm their beliefs and values.	3.54	Extensive
Mean	3.31	Moderately Extensive

The result corroborates Sacramento's (2013) perspective that adaptability and creativity are necessary for companies to manage the requirements of the present learning environment. Furthermore, it corresponds with the claim made by Bobbio and Manganelli (2009) that the capacity to actively pursue possibilities by means of creativity, taking risks, conducting experiments, learning from errors, and achieving tiny successes is essential for the everyday functioning of a classroom. In addition, Loh and Nalliah (2010) highlighted that effective leadership in driving change requires possessing character characteristics that motivate and positively impact the academic and personal development of students.

➤ *Time Management.*

The mean score for this dimension is 3.18, indicating a modest level of extent. This suggests that instructors in Talomo-A District, Davao City sometimes display self-efficacy in this area. The average ratings of various items vary from 2.77 and 3.65. The task of "Preparing daily and weekly to-do lists" has been given a mean value of 2.77, indicating a moderate degree of extent. Conversely, the item "Forcing myself to make time for planning" received an average rating of 3.65, suggesting that it is consistently displayed by teachers

in Talomo A District, Davao City. This value suggests that the demonstration of this item is very extensive.

Statement	Mean	Descriptive Rating
1. Doing things in order of priority.	3.32	Moderately Extensive
2. Feeling that I was able to use my time effectively.	2.98	Moderately Extensive
3. Forcing myself to make time for planning.	3.65	Extensive
4. Preparing daily and weekly to do list.	2.77	Moderately Extensive
Mean	3.18	Moderately Extensive

The findings highlight that the teachers in Talomo-A District, Davao City occasionally exhibit the capacity to do assignments within a certain time frame. This discovery aligns with the observations made by Field and Buitendach (2011), who stated that effective time management involves having high levels of energy and mental resilience. This leads to a deep engagement and a feeling of accomplishment in one's work, as well as a state of absorption where individuals are fully immersed in their tasks and lose track of time while working.

➤ *Building Interpersonal Relationships.*

Specifically, this dimension has a mean score of 2.75, which is considered moderately extensive. This suggests that instructors in Talomo-A District, Davao City sometimes display their self-efficacy in creating interpersonal relationships, according to the respondents. The average ratings of the goods vary between 2.18 and 3.33. The mean rating for "Changing the attitudes and behaviors of group members if they don't meet group objectives" is 2.18, indicating that this behavior is not frequently displayed and is not extensively practiced. Meanwhile, the ability to establish a new course for a group when the current one appears incorrect has an average value of 3.33. This ability is defined as relatively extensive and is consistently exhibited by the teachers.

Statement	Mean	Descriptive Rating
1. Being able to set a new direction for a group, if the one currently taken doesn't seem correct to me.	2.18	Less Extensive
2. Changing the attitudes and behaviors of group members if they don't meet group objectives.	2.74	Less Extensive
3. Changing things in a group even if things are not completely under control.	3.33	Moderately Extensive
Mean	2.75	Moderately Extensive

The findings suggest that instructors in Talomo A District, Davao City frequently exhibit their capacity to cultivate positive relationships within the organization. This discovery supports the viewpoint of Angelle and Teague (2014) that positive managerial behavior promotes dynamic organizational linkages among individuals in schools, independent of their positions. In general, Table 6 provides a comprehensive overview of the level of confidence that teachers have in their own abilities in Talomo-A District,

Davao City. The average score for instructors' self-efficacy is 3.21, indicating a moderate level of confidence. Teachers' self-efficacy in motivating students was rated the greatest with a mean score of 3.52, while their self-efficacy in developing interpersonal relationships obtained the lowest mean score of 2.75, which is considered fairly extensive.

The ranking for teachers' self-efficacy in Talomo-A District, Davao City indicates that their capacity to effectively guide classroom efforts towards shared objectives is sometimes displayed. This finding aligns with the results of Ho and Tikly's (2012) research, which emphasized that effective management efficacy entails exerting influence on individuals or groups to accomplish goals without resorting to force. Teachers have a vital role in directing pupils towards educational objectives. Moreover, the outcome corroborates Martin et al.'s (2014) claim that leaders who possess a strong sense of self-efficacy are able to motivate others towards a common goal, which is essential for promoting innovation and excellence in educational methods. Leadership, according to their argument, beyond simply having a passive position or holding specific characteristics. It entails actively involving the entire system in order to accomplish common objectives.

Indicators	Mean	Descriptive Rating
Leading Change	3.29	Moderately Extensive
Time Management	3.18	Moderately Extensive
Building Interpersonal Relationships	2.75	Moderately Extensive
Awareness	3.31	Moderately Extensive
Motivating Students	3.52	Extensive
Overall	3.21	Moderately Extensive

B. Teachers' Commitment in Talomo-A District, Davao City

➤ *Community Involvement.*

According to Table 7, the category mean for this domain is 3.87, which is considered extensive. This suggests that teachers' dedication is frequently demonstrated by respondents in Talomo-A District, Davao City. The average ratings of the various goods vary between 3.76 and 3.94. The phrase "Being genuinely concerned about the particular group in the community I am serving" had an average value of 3.76, indicating a high level of concern and frequently demonstrated by the responders. The statement "Volunteering in community activities makes me feel important" has an average value of 3.94, indicating a strong sentiment. This sentiment is commonly observed among teachers in Talomo-A District, Davao City.

These findings indicate that instructors in Talomo-A District, Davao City often interact with the community and internal stakeholders. This discovery is consistent with the viewpoint of Bodla and Nawaz (2010) that teachers highly regard respect, autonomy, and collaboration with school administration teams as essential for accomplishing school goals and mission. Furthermore, the outcome suggests that in order to enhance the organization, it is essential to take into account ideas, energy, and abilities, as proposed by Beverlin (2011).

Table 7. Extent of Teachers' Commitment in Talomo-A District, Davao City in Terms of *Community Involvement*

Statement	Mean	Descriptive Rating
1. Volunteering in community activities makes me feel important.	3.94	Extensive
2. Being genuinely concerned about the particular group in the community I am serving.	3.76	Extensive
3. Being involve in community activities let me learn things through direct, hands-on experience.	3.92	Extensive
Mean	3.87	Extensive

➤ *Loyalty.*

Therefore, the loyalty dimension, as shown in Table 8, is characterized as extensive, with a category mean of 3.74. Respondents in Talomo-A District, Davao City frequently demonstrate teachers' devotion through their allegiance. The average ratings of the various items vary between 3.39 and 4.17. The statement "Enjoying teaching learners despite hardships in coming to school" obtained an average value of 3.39, indicating that teachers occasionally demonstrate this behavior, but to a moderate extent. On the other hand, the phrase "Lying awake at night thinking ahead to the next day's work" has an average rating of 4.17, which means it is highly prevalent and frequently observed.

The findings indicate that instructors in Talomo-A District, Davao City constantly exhibit faith in and embrace the objectives and principles of their school. The data also suggests that teachers demonstrate a strong level of dedication by actively participating in school events, beyond the minimum requirements, and maintaining a strong connection to their organization. This discovery is consistent with the viewpoint of Thien et al. (2014) regarding the level of commitment and dedication exhibited by educators.

Table 8. Extent of Teachers' Commitment in Talomo-A District, Davao City in Terms of *Loyalty*

Statement	Mean	Descriptive Rating
1. Being ambitious about being a teacher serving in the area where technology and other commercial comforts are deprived.	3.65	Extensive
2. Lying awake at night thinking ahead to the next day's work.	4.17	Extensive
3. Enjoying teaching learners despite of hardships in coming to school.	3.39	Moderately Extensive
Mean	3.74	Extensive

➤ *Dedication.*

The data presented in Table 9 demonstrates that the domain of dedication has a substantial category mean of 3.69, indicating that it is frequently observed among instructors in the San Isidro District of Davao del Norte. The average ratings for various things vary from 3.44 to 4.09. The item "Feeling obliged to mediate among rival groups of learners" had a mean rating of 3.34, suggesting that it is moderately extensive and sometimes exhibited. On the other hand, the statement "I believe it is my duty to promote positive social interactions among students from minority tribes" received an average rating of 4.09, indicating that instructors in Talomo-A District, Davao City often demonstrate this behavior.

The findings suggest that teachers in Talomo-A District, Davao City frequently demonstrate a high inclination to actively participate in the teaching and learning processes. This supports Mulder's (2010) viewpoint that teacher commitment entails the integration of several proficiencies, including knowledge structures, cognitive capacities, emotional engagement, and occasionally physical talents, which are essential for effective teaching and problem-solving within their positions. Similarly, the findings corroborate Moolenaar et al.'s (2012) perspective that teachers exhibit a readiness to expend effort, passion in instructing subjects, and commitment by devoting additional time to their students' growth.

Table 8. Extent of Teachers' Commitment in Talomo-A District, Davao City in Terms of *Loyalty*

Statement	Mean	Descriptive Rating
1. Being ambitious about being a teacher serving in the area where technology and other commercial comforts are deprived.	3.65	Extensive
2. Lying awake at night thinking ahead to the next day's work.	4.17	Extensive
3. Enjoying teaching learners despite of hardships in coming to school.	3.39	Moderately Extensive
Mean	3.74	Extensive

➤ *Punctuality.*

The domain presented in Table 10 has a category mean of 3.62, characterized as broad. This suggests that teachers' dedication in this domain is frequently demonstrated by the respondents in Talomo-A District, Davao City. The average ratings for various items vary from 3.41 and 4.02. The statement "Believing that my service in school leads to a significant impact on learners" had an average value of 3.41, indicating that this belief is regularly demonstrated and has a substantial effect. On the other hand, the phrase "Being satisfied with the way I make use of my time" received an average value of 4.02, which is considered extensive. This suggests that teachers commonly demonstrate this behavior.

The results suggest that teachers in Talomo-A District, Davao City frequently exhibit the capacity to complete work in advance. This discovery aligns with the perspective of Lin and Wang (2012) that dedicated educators exhibit a readiness to exert effort in pursuit of organizational objectives and finish assignments in advance. Furthermore, it is consistent with Simonson et al.'s (2017) claim that being punctual can strongly indicate one's behavior and dedication in organizational settings.

Table 10. Extent of Teachers' Commitment in Talomo A District, Davao City in Terms of *Punctuality*

Statement	Mean	Descriptive Rating
1. Getting things done ahead of time.	3.42	Extensive
2. Being satisfied with the way I make use of my time.	4.02	Extensive
3. Believing that my service in school leads to a great change among the learners.	3.41	Extensive
Mean	3.62	Extensive

➤ *School Engagement.*

The commitment domain, as depicted in Table 11, demonstrates a substantial category mean of 3.87, suggesting that it is frequently exhibited by teachers in Talomo-A District, Davao City. The average ratings for various commodities vary from 3.42 and 3.67. The statement "Being proud that I ever entered the teaching profession" obtained a mean value of 3.42, indicating that it is frequently demonstrated and considered extensive. On the other hand, the statement "Opting for a teaching career despite having the opportunity to pursue a different job with equal pay" received an average grade of 3.67, which is considered extensive. This suggests that many respondents frequently expressed this viewpoint.

The results suggest that teachers in Talomo-A District, Davao City, frequently exhibit a significant dedication to improving their teaching profession. This discovery is consistent with the viewpoint of Thien et al. (2014) that dedication to a profession encompasses emotional attachment, personal identification, and contentment as a teacher.

Table 11. Extent of Teachers' Commitment in Talomo-A District, Davao City in Terms of *School Engagement*

Statement	Mean	Descriptive Rating
1. Choosing teaching even if I could get a job different from being a teacher and paying the same amount.	3.67	Extensive
2. Still choosing to work in the teaching profession if I could do it all over again.	3.65	Extensive
3. Being proud that I ever entered the teaching profession.	3.42	Extensive
Mean	3.58	Extensive

Table 12 provides a concise overview of the level of dedication exhibited by instructors in Talomo-A District, Davao City. The average score for instructors' commitment is 3.70, which suggests a high level of dedication. Community involvement achieved the greatest average score of 3.87, indicating frequent occurrence, while school engagement had the lowest average score of 3.58, also indicating frequent occurrence as reported by teachers in Talomo-A District, Davao City.

The findings indicate that instructors in Talomo-A District, Davao City often exhibit a strong sense of pride when embarking on their teaching careers. This discovery corroborates the viewpoint of Kiral and Kacar (2016) that dedicated educators embrace and absorb the objectives and values of the school, actively work towards the organization's goals, and have a desire to stay with the organization. According to Richards (2014), commitment refers to the instructors' unwavering dedication and perseverance in carrying out the objectives of the school.

Table 12. Summary on the Extent of Teachers' Commitment in Talomo-A District, Davao City

Indicators	Mean	Descriptive Equivalent
Punctuality	3.62	Extensive
Dedication	3.69	Extensive
Loyalty	3.74	Extensive
School Engagement	3.58	Extensive
Community Involvement	3.87	Extensive
Overall	3.70	Extensive

C. *Institutional Incentive System in Talomo-A District, Davao City*

Table 13 shows the institutional incentive system in Talomo-A District, Davao City, with a mean of 3.60, indicating its extent and frequency. Items' average ratings are 3.13–4.03. For example, "My school division provides extra incentives for its teachers in the way of leave, sabbatical, scholarships to further one's education, and payment for coursework, etc." has a mean rating of 3.13, indicating moderate extent and sometimes evident. However, "My salary adequately meets my needs" had a mean grade of 4.03, indicating that respondents found it extensive and often obvious.

The results show that the institutional incentive structure in Talomo A District, Davao City emphasizes monetary rewards equal to instructors' work, which is often obvious. According to Sertyesilisik (2010), income uncertainty, connected to salary declines, lowers income and discourages employment retention. Classroom teachers need economic satisfaction to sustain their families and themselves, according to Oke et al. (2015).

Table 13. Summary on the Extent of Institutional Incentive System in Talomo-A District, Davao City

Statement	Mean	Descriptive Rating
1. My salary adequately meets my needs.	4.03	Extensive
2. The salary for teachers in my geographical area is comparable to other people with the same level of education	3.99	Extensive
3. My school division provides extra incentives for its teachers in the way of leave, sabbatical, scholarships to further one's education, and payment for coursework, etc.	3.13	Moderately Extensive
4. There is a fair reward system for our increased efforts.	3.27	Moderately Extensive
5. Extra incentive is awarded to teachers who are punctual.	3.57	Extensive
Mean	3.60	Extensive

D. *Relationship among Managerial Efficacy, Teachers' Commitment, and Illustrative School Leadership of School Heads in San Isidro District, Davao del Norte*

The study examined the connection between teachers' self-efficacy, teachers' commitment, and the institutional incentive structure in Talomo A District, Davao City. The methodology employed bivariate correlation analysis using Pearson product moment correlation. According to Table 14, there is a strong positive correlation ($r = .430, p < 0.05$) between self-efficacy and teachers' commitment. This means that changes in self-efficacy have a considerable impact on teachers' commitment. This finding aligns with the research conducted by Balakrishnan et al. (2013), which demonstrated that improving teachers' management efficacy positively impacts their level of involvement and commitment.

Moreover, there is a strong and positive correlation between teachers' self-efficacy and the institutional reward system ($r = 0.453, p < 0.05$). Therefore, fluctuations in self-efficacy have a substantial influence on the institutional incentive system, corroborating the findings of Mien and Thao (2015), who observed that insufficient managerial rewards result in elevated employee turnover rates and enduring repercussions for both individuals and organizations.

Further, there is a strong positive relationship ($r = 0.629, p < 0.05$) between the institutional reward structure and teachers' commitment. The incentive structure has a significant impact on teachers' commitment, highlighting the need for sufficient institutional support to sustain their dedication.

Variables	Teachers' Commitment	Institutional Incentive System
Self-Efficacy	0.430**	0.453**
	0.000	0.000
Teachers' Commitment	1	0.629**
		0.000

**Significant @ $p < 0.05$

It further corroborates Joo's (2008) perspective that sufficient benefits have a favorable impact on the employees' financial well-being, while neglecting to handle perks can result in significant long-term, adverse social and societal outcomes. Therefore, this conduct pertains to the domain of financial decision-making, where individual objectives are aligned with company aims.

E. Mediating Effect of Institutional Incentive System on the Relationship Between Self-Efficacy and Teachers' Commitment in Talomo A District, Davao City

The study examined the mediating role of the institutional incentive system (IS) in the relationship between self-efficacy (SE) and teachers' commitment (TC) in Talomo-A District, Davao City. The analysis was conducted using JASP software using structural equation modeling, specifically through mediation analysis. The data shown in Table 15 indicate that the overall impact of SE on TC is statistically significant, with an estimated value of 0.433 and a p-value of less than 0.05. The direct impact of SE on TC is similarly statistically significant, with an estimated value of 0.184 and a p-value less than 0.05. Furthermore, the impact of SE on TC, with IS acting as an intermediary, is statistically significant, with an estimated value of 0.249 and $p < 0.05$, suggesting partial mediation. This finding refutes the null hypothesis that information systems (IS) do not have a mediating role in the link between self-efficacy (SE) and task completion (TC) in Talomo-A District.

Furthermore, the table displays the effect size in the mediation test among the three factors. The impact size quantifies the extent to which the influence of SE on TC may be ascribed to the indirect pathway. The calculated ratio index is 0.5751, suggesting that approximately 57.51% of the overall influence of SE on TC is mediated by the mediator variable. The remaining 42.49% of the total effect is either

direct or mediated by additional variables not included in the model.

Effect Type	Path	Estimate	Std. Error	z-value	p-value
Indirect Effect Components	SE → IS → TC	0.249	0.061	3.031	0.000
Direct Effect	SE → TC	0.184	0.035	7.152	0.000
Total Effect	SE → TC	0.433	0.064	6.745	0.000

Ratio Index = 0.5751

Legend: SE=Self-Efficacy, TC=Teachers' Commitment, IS=Institutional Incentive System

The findings are consistent with the study conducted by Balakrishnan et al. (2013), which demonstrated that improving teachers' beliefs in their own abilities to positively impact student learning leads to increased dedication and involvement in the teaching profession. Field and Buitendach (2011) observed that teachers' positive self-efficacy had a significant effect on their organizational commitment, namely their commitment to the teaching profession.

In addition, the discovery that the institutional incentive system partially influences the connection between self-efficacy and teachers' commitment aligns with the findings of Hanushek et al. (2010), who argued that incentives are essential for workers. Adequate rewards can determine their willingness to remain in a profession, while inadequate compensation may prompt them to depart. Finally, the outcome aligns with the findings of Beukes and Botha (2013), who suggested that teachers' beliefs in their own ability to perform effectively have the ability to predict their emotional attachment to the organization. This highlights the significance of customizing institutional initiatives to address employee connections.

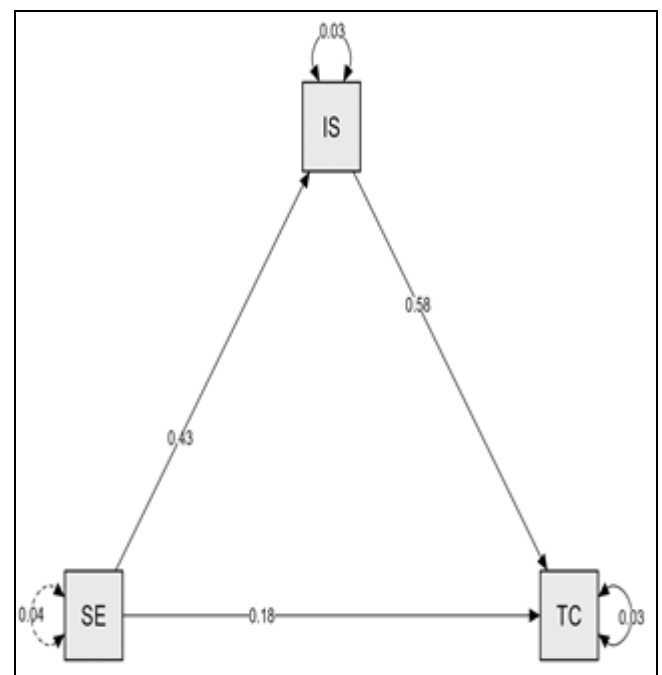


Fig 2 Mediation Model

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Summary of Findings

This study sought to determine the role of the institutional incentive structure in mediating the connection between self-efficacy and teachers' commitment. The research employed a non-experimental quantitative design, utilizing structural equation modeling and mediation analysis. A total of 200 elementary school teachers from Talomo-A District, Davao City were included in the sample, which was selected via random sampling. The researcher employed redesigned and enhanced survey questionnaires that underwent pilot testing to ensure their reliability and consistency. The results indicated that instructors' self-efficacy had an average score of 3.21. However, different factors such as managerial efficacy and time management received different values. The teachers had a high level of commitment, with an overall mean score of 3.70. They particularly excelled in punctuality, dedication, and community involvement. The average value of the institutional incentive system was 3.60.

The study revealed strong positive correlations between self-efficacy and teachers' commitment ($r = .430, p < 0.05$), self-efficacy and the institutional reward system ($r = .453, p < 0.05$), and the institutional incentive system and teachers' commitment ($r = .629, p < 0.05$). The study discovered that the institutional incentive system had a role in influencing the connection between self-efficacy and teachers' commitment. The indirect effects were estimated to be 0.249, the direct effects were estimated to be 0.184, and the overall effects were estimated to be 0.433. All of these estimates were confirmed to be statistically significant at a p-value of less than 0.05. The mediation analysis demonstrated that 57.51% of the overall impact of self-efficacy on teachers' commitment was influenced by the institutional incentive structure, while 42.49% was either a direct effect or influenced by other factors not accounted for in the model.

B. Conclusions

Several conclusions were formed based on the findings of this study, taking into account limitations such as the survey questionnaire and the quantity of participants.

The total extent of teachers' self-efficacy in Talomo-A District, Davao City was graded as somewhat extensive. More precisely, self-efficacy in leading change, time management, creating interpersonal relationships, and awareness were similarly assessed as fairly extensive. However, self-efficacy in encouraging pupils was regarded as substantial. These findings suggest that teachers sometimes exhibit the capacity to direct classroom activities towards shared objectives.

The devotion of teachers in Talomo-A District obtained a high rating overall. The level of devotion, specifically in terms of being prompt, dedicated, loyal, engaged in school, and involved in the community, was graded as extensive. This indicates that instructors frequently demonstrate a sense of satisfaction and honor in their chosen occupation. The institutional incentive system in Talomo-A District has been well rated, emphasizing the consistent recognition of the

significance of providing monetary rewards that align with the efforts of teachers.

The study discovered a noteworthy and favorable correlation between instructors' self-efficacy and both their dedication and the institutional reward structure. Furthermore, a strong positive correlation was found between the institutional reward structure and instructors' level of dedication. The study discovered that the institutional reward system partially mediates the connection between self-efficacy and teachers' commitment. This suggests that the incentive system plays a vital role in strengthening this relationship in Talomo-A District.

C. Recommendations

The researcher recommends the Department of Education reward individuals who perform well. Outstanding achievement must be recognized and rewarded to encourage work commitment. Different incentives can motivate and reduce employee turnover. Employee satisfaction and engagement are invaluable to any company. Organizations should also investigate employee issues and act quickly to resolve them.

The researcher also recommended school leaders foster teacher cooperation. Promoting cooperation can create a good workplace and encourage teachers to work together, increasing commitment and harmony. Schools should also uphold excellent work ethics to motivate and respect staff. High ethical standards make employees like their company and confidence in their professional growth. Since just 57.51 percent of the effect is transmitted by the institutional incentive structure, more research should examine other factors that affect teachers' commitment and self-efficacy.

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