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EMOTIONAL INTELLIGENCE, EMPOWERMENT, AND JOB COMMITMENT: A STRUCTURAL EQUATION MODEL ON PEDAGOGICAL COMPETENCE OF PUBLIC ELEMENTARY SCHOOL TEACHERS

Jesrene Vale V. Calong[1i],
Lyndon A. Quines[2]
[1]Doctor of Education,
Major in Educational Management,
University of Mindanao Professional Schools,
Davao City, Philippines
Teacher III,
Romana C. Acharon Central Elementary School,
Calumpang, General Santos City,
Philippines
[2]EdD, University Professor,
University of Mindanao Professional Schools,
Davao City, Philippines

Abstract:
This quantitative research study intended to determine the best-fit structural model for the pedagogical competence of public elementary school teachers in Region XII in relation to emotional intelligence, empowerment, and job commitment. This research employed a structural equation model (SEM) with 400 respondents from Sarangani, General Santos, Koronadal, and South Cotabato divisions selected through stratified random technique. Moreover, the researcher used adapted validated survey questionnaires as the primary data collection tool. This descriptive and causal investigation employed statistical measures such as mean, standard deviation, Pearson product-moment correlation, and structural equation model (SEM). The study found that the levels of emotional intelligence, empowerment, job commitment, and pedagogical competence were very high. On top of that, results showed that there were significant correlations between emotional intelligence and pedagogical competence, empowerment and pedagogical competence, and job commitment and pedagogical competence. Further, each exogenous variable significantly predicted pedagogical competence. Only Model 3 met all the requirements to be the best-fit model that predicts pedagogical competence out of the three (3) generated models. Thus, this study revealed the most relevant model for identifying and addressing the various aspects of pedagogical

[i] Correspondence: email j.verallo.532571@umindanao.edu.ph

competence necessary for public elementary school teachers' teaching efficiency and effectiveness.

SDG #4: Quality Education

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1. Introduction

Through the years, teacher's pedagogical competence remains a pressing concern globally. A persistent issue is that many teachers lack adequate preparation in pedagogical competencies before entering the profession, as teacher education programs often focus more on content knowledge than effective instructional practices (Smith, 2021). There are specific deficits identified in areas like differentiated instruction, culturally responsive teaching, classroom management, assessment literacy, and integration of technology (Jones *et al.*, 2022). This challenge in pedagogical competence can negatively affect student outcomes and lead to teacher burnout and high turnover rates. As teaching is generally regarded as one of the most critical and challenging professions in modern society (Quines, 2022), addressing these shortcomings in pedagogical competence is essential to enhancing teacher effectiveness and fostering educational excellence. Also, a teacher's performance influences students' success (Aguilon & Guhao, 2024).

Pedagogical competence is vital for effective teaching as it comprises skills like lesson planning, classroom management, and assessing student progress (Smith, 2021). Teachers with high pedagogical competence foster engaging classrooms, promote critical thinking, and cater to diverse learning needs (Koh *et al.*, 2020; Darling-Hammond *et al.*, 2019). Research shows that teachers with pedagogical competence facilitate better learning and development (Jones, 2020). By integrating subject matter expertise with instructional skills, pedagogically competent teachers cultivate a supportive learning environment, boost student motivation, and enhance educational quality (Bourke *et al.*, 2020; Guerriero, 2021).

Most scholars and authors in the discipline have started looking at how emotions and emotional intelligence interrelate in the classroom setting. They have begun to recognize the importance of emotions in effective pedagogy, especially in instructional planning and delivery. Teachers skilled in identifying and valuing their feelings can better communicate their needs and take action to satisfy them, which helps them reach their career goals (Khassawneh *et al.*, 2022). For teachers to succeed and increase competence, internal and external elements are involved. It is claimed that self-efficacy and emotional intelligence are internal elements that strongly correlate with teacher pedagogical competence. The degree of leadership or intervention from school principals

as an external element undoubtedly influences how well teachers perform, and this influence is mediated by factors like commitment, self-efficacy, and work satisfaction (Kanya, Fathoni, & Ramdani, 2021).

Subsequently, teacher empowerment is one important factor influencing teachers' pedagogical competence and effectiveness in the classroom (Saleem *et al.*, 2019). Empowered teachers demonstrate enhanced instructional effectiveness, student engagement, and pedagogical innovation (OECD, 2022; Hargreaves & Fullan, 2019). Studies show that teacher autonomy, collaborative decision-making, and professional development opportunities foster pedagogical competence (Guerriero, 2021; Darling-Hammond *et al.*, 2019). Conversely, pedagogical competence reinforces teacher empowerment by boosting confidence, instructional mastery, and student achievement (Hammerness *et al.*, 2020; Koh *et al.*, 2020). Effective teacher empowerment policies and practices can thus catalyze improvements in pedagogical competence.

The findings of the study of Martini, Sutrisni, and Sarmawa (2020) showed that work commitment also had a substantial beneficial impact on performance; competencies made up of knowledge, abilities, and attitudes significantly positively influenced employee commitment and performance. Work commitment can have a moderating role in the association between employee performance and competence. Similarly, studies demonstrate that teacher job satisfaction, organizational commitment, and emotional engagement foster pedagogical competence (Guerriero, 2021; Darling-Hammond *et al.*, 2019). Thus, pedagogical competence reinforces teacher commitment by enhancing teaching efficacy, autonomy, and professional growth (Hammerness *et al.*, 2020; Lee *et al.*, 2020).

A significant research gap exists regarding the intercorrelations between pedagogical competence, emotional intelligence, empowerment, and job commitment among teachers. While individual studies have explored these constructs (Guerriero, 2021; Brackett *et al.*, 2019; Hargreaves & Fullan, 2019; Kim *et al.*, 2020), the complex relationships between emotional intelligence's impact on pedagogical competence (Grossman *et al.*, 2019), empowerment's influence on job commitment (Priyadharshini & Robinson, 2020), pedagogical competence's correlation with job satisfaction (OECD, 2022), and mediating effects of emotional intelligence and job commitment (Lee *et al.*, 2022) require further investigation. With that in mind, there remain gaps in understanding how these factors interact and influence one another (Martinez, 2020). Addressing this gap can inform targeted interventions enhancing teachers' competence.
An urgent need exists to investigate pedagogical competence in correlation with emotional intelligence, empowerment, and job commitment. The research underscores the critical impact of these interconnected factors on teachers' pedagogical competence (Guerriero, 2021; Brackett *et al.*, 2019), student outcomes (Hammerness *et al.*, 2020), and educational quality (OECD, 2022). Emotional intelligence enhances pedagogical competence (Grossman *et al.*, 2019), while empowerment fosters job commitment (Priyadharshini & Robinson, 2020). However, limited studies explore their synergistic effects (Lee *et al.*, 2022). More research is urgently needed to clarify the relationships

between emotional intelligence, structural and psychological empowerment of teachers, and their occupational commitment (Chang, 2023). Investigating these relationships can inform evidence-based teacher development programs, enhancing student achievement and educational systems globally.

Thus, this study aimed to find the structural model of pedagogical competence among public elementary school teachers in Region XII. Specifically, this study aimed to achieve the following objectives: First, it determined the level of emotional intelligence of public elementary school teachers in terms of self-perception, self-regulation, self-drive, empathy, and social motive. Second, it determined the level of empowerment regarding professional growth, status, self-efficacy, autonomy, impact, and decision-making. Third, it also sought to determine the level of job commitment in terms of commitment to the teaching profession, commitment to school, and commitment to teaching and learning. Fourth, it aimed to determine the level of pedagogical competence among public elementary school teachers in terms of assessment strategies, teaching skills, teaching attitudes, and knowledge mastery. Fifth, this study also determined the significant relationships between emotional intelligence and pedagogical competence, empowerment and pedagogical competence, and job commitment and pedagogical competence. Lastly, it determined the best-fit model that predicts pedagogical competence among public elementary school teachers.

Furthermore, the following null hypotheses of this study were tested at a 0.05 significance level. This study hypothesized no significant relationship between emotional intelligence and pedagogical competence. In addition, it is also believed that there is no significant relationship between empowerment and pedagogical competence and between job commitment and pedagogical competence. Lastly, this study hypothesized that no best-fit model predicts pedagogical competence among public elementary school teachers in Region XII.

This study is primarily anchored on the Extended Professionalism Theory of Hoyles (1975), which integrates pedagogical competence, emotional intelligence, empowerment, and job commitment, providing a comprehensive framework for understanding teacher effectiveness. According to Hoyles (1975), the theory posits that teachers' professionalism extends beyond technical expertise to encompass emotional intelligence, autonomy, and motivation. By fostering pedagogical competence, emotional intelligence, and empowerment, teachers develop a deeper commitment to their profession, ultimately enhancing student outcomes and organizational success. This holistic approach emphasizes the interconnectedness of these factors, informing teacher development programs, school leadership strategies, and educational policies that promote teacher well-being, motivation, and student achievement.

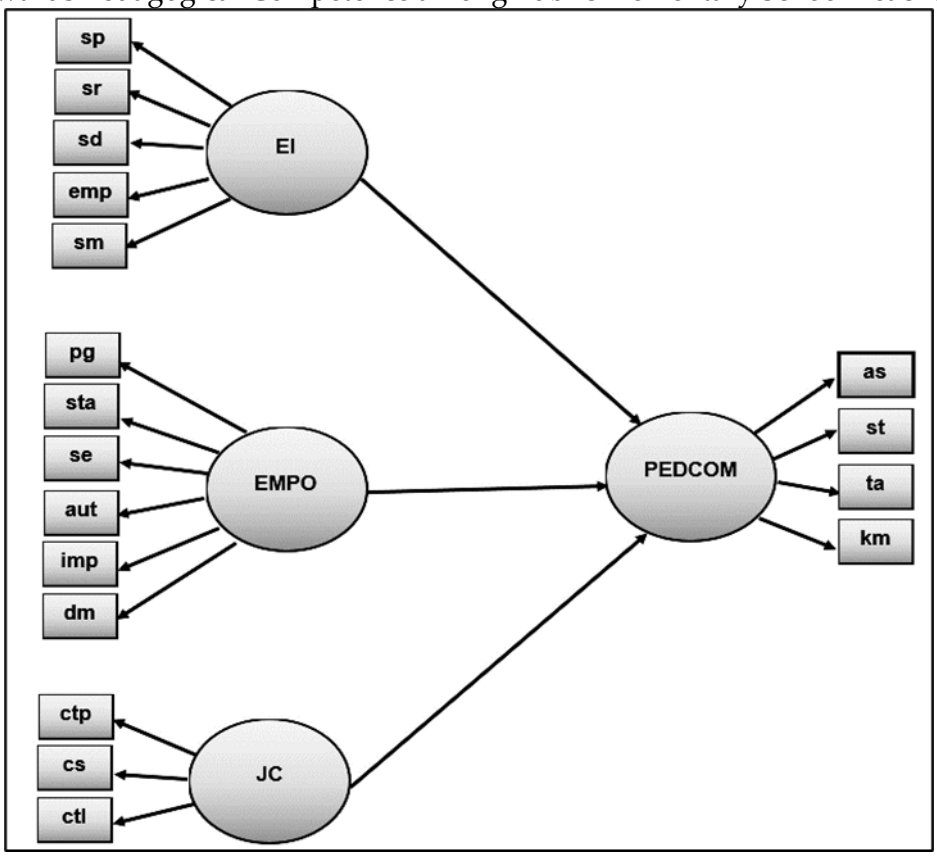
In addition, Self-Determination Theory (SDT) and Social Cognitive Theory (SCT) underpin Extended Professionalism Theory. SDT (Deci & Ryan, 2000) emphasizes autonomy, competence, and relatedness as essential for intrinsic motivation and job commitment. SCT (Bandura, 1986) highlights self-efficacy, observational learning, and social environment in shaping teacher behavior. These theories inform Extended

Professionalism Theory, which focuses on pedagogical competence, empowerment, and emotional intelligence.

Moreover, Transformational Leadership Theory (Bass, 1985) and Continuous Professional Development (CPD) Theory (Day, 1999) further support Extended Professionalism Theory. Transformational leaders foster teacher autonomy, self-efficacy, and motivation, while CPD emphasizes ongoing teacher growth and development. These theories complement Extended Professionalism Theory's emphasis on pedagogical competence, teacher empowerment, and job commitment, underscoring the interconnectedness of teacher professionalism, school leadership, and organizational factors.

Figure 1 shows the hypothesized model that best fits pedagogical competence among public elementary school teachers in Region XII. The hypothesized model comprises two types of latent constructs, namely exogenous and endogenous variables. The exogenous variables of this study are emotional intelligence, empowerment, and job commitment. On the other hand, the endogenous variable of this study is pedagogical competence.

Figure 1: Hypothesized Model on the Interrelationship among Emotional Intelligence, Empowerment, Job Commitment and their Direct Causal Relationship towards Pedagogical Competence among Public Elementary School Teachers



Legend:
EI = Emotional Intelligence JC = Job Commitment

Sp = Self-perception
Sr = Self-regulation
sd = Self-drive
emp = Empathy
sm = Social Motive

EMPO = Empowerment
pg = Professional Growth
sta = Status
se = Self-efficacy
aut = Autonomy
imp = Impact
dm = Decision-making

Ctp = Commitment to Teaching Profession
Cs = Commitment to School
Ctl = Commitment to Teaching and Learning

PEDCOM = Pedagogical Competence
as = Assessment Strategies
st = Skills of Teaching
ta = Teaching Attitudes
km = Knowledge Mastery

In this study, one of the exogenous variables was emotional intelligence, which has five (5) indicators*: self-perception, self-regulation, self-drive, empathy, and social motive.* Another exogenous variable is empowerment, which has six (6) indicators: *professional growth, status, self-efficacy, autonomy, impact, and decision-making*. Consequently, another exogenous variable was job commitment, which has three (3) indicators: *commitment to the teaching profession, commitment to school, and commitment to teaching and learning*. Moreover, the endogenous variable in this study was pedagogical competence, which has four (4) indicators, namely: *assessment strategies, skills of teaching, teaching attitudes, and knowledge mastery.* The hypothesized model showed that emotional intelligence, empowerment, and job commitment are directly correlated with pedagogical competence.

2. Literature Review

Numerous studies consistently demonstrate that the emotional intelligence (EI) of teachers significantly influences the effectiveness of their teaching. These underscore the potential benefits of strengthening EI among elementary teachers. Using an EI intervention program with 74 elementary teachers, Hen and Goroshit (2019) recorded increases in teacher optimism and self-efficacy over two months. Teachers displayed more motivation, empathy, and ability to manage their emotions. These studies demonstrate connections between elementary teacher EI, pedagogical competence, classroom climate, and student outcomes. That is why teachers need to possess high emotional intelligence when interacting with students (Cejas & Guhao, 2023). Thus, fostering strong EI among teachers may require integrating emotional intelligence into education training and professional development initiatives.

Evidently, another research has demonstrated a positive correlation between emotional intelligence and pedagogical competence in teachers. Teachers with higher emotional intelligence, including skills like self-awareness, empathy, and relationship management, tend to be more effective at instructional design, classroom management, and meeting the diverse needs of students. In a study of 188 public elementary school

teachers in Spain, Mérida-López and Extremera (2021) found significant positive relationships between teacher EI, peer/student ratings of teacher social and emotional competence, and student perceptions of classroom support. This suggests that improving teacher pedagogical competence should include training and development focused on emotional intelligence (Johnson, 2021).

Meanwhile, recent research suggests a positive correlation between teacher empowerment and pedagogical competence. Teachers who feel empowered and have autonomy in the classroom tend to utilize more innovative and student-centered teaching methods, adapt the curriculum to students' needs, and create engaging lessons (Smith, 2022). This enhanced pedagogical competence from empowerment may stem from improved intrinsic motivation, self-efficacy, and job satisfaction. Administrators can empower teaching staff by allowing teachers to participate in school decision-making and providing professional development opportunities. Overall, empowered teachers who feel valued and supported develop higher instructional quality and pedagogical skills (Smith, 2022).

Additionally, in the research conducted by Smith *et al.* (2022), it has been found that empowered teachers tend to have higher job satisfaction, better relationships with students, and lower burnout rates. Teachers were considered more empowered if they had autonomy in selecting curriculum and instructional activities, influence over school policies, and input on professional development priorities. This showed that empowerment positively impacts various aspects of the teaching profession. It was also believed to be a predictive factor of school climate (Bastasa & Guhao, 2024). That is why sustaining very high levels of teacher empowerment sustains high levels of organizational commitment, positively and significantly impacting employee performance (Ampler & Guhao, 2024).

Subsequently, in the research directed by Wahyuni (2020) to determine the relationship between pedagogic competence, work commitment, and teacher work productivity towards motivation of teacher achievement, one of the significant data revealed that there is a positive relationship between pedagogical competence, work commitment, and work productivity together with the motivation of teacher achievement. Similarly, studies have demonstrated that highly committed teachers are likelier to go beyond basic requirements to ensure student success (McInerney *et al.*, 2022). These teachers improve their pedagogical competence. They spend more time preparing engaging lessons (Wang *et al.*, 2020), provide more constructive feedback (Wong *et al.*, 2023), and are less likely to leave the profession (Tiplic *et al.*, 2019). Highly committed teachers see their roles as central to their identity and purpose. Their participation in job structure and personal development planning can boost performance (Fernandez & Quines, 2023).

However, teachers' workplace disengagement stems from external and internal pressures to deliver quality student outcomes, exacerbated by resource shortages, low salaries, and accountability demands (Kim *et al.*, 2021; Miraflor & Quines, 2022). Despite challenges, teachers stay due to perceived benefits, career uncertainty, or lack of

alternatives (Caballero & Guhao, 2020; Masunag & Guhao, 2024; Quines & Saycon, 2023). Research emphasizes bolstering teacher commitment through supportive policies and practices (Toropova *et al.*, 2022), fostering intrinsic motivation and emotional connection to their work (Quines & Arendain, 2023).

Researchers have shifted focus to pedagogical competence and explored its various aspects and development among both preservice and in-service teachers. Notably, a recent study by Smith *et al.* (2021) used classroom observations and teacher interviews to assess the growth of pedagogical skills in a sample of 50 novice elementary school teachers over their first two years in the classroom. The results indicated that classroom management and the ability to differentiate instruction improved substantially with experience, highlighting the importance of on-the-job development. The teachers' competence, commitment, and passion were equally essential as teachers because they were the prime movers of the educational program (Cahate, Rodriguez & Quines, 2022). Meanwhile, other studies have focused more on specific components of pedagogy, such as questioning strategies. Maloney and Saltmarsh (2022) provided virtual coaching to high school science and math teachers on higher-order questioning techniques. The coached teachers demonstrated significantly improved questioning after 8 weeks of light-touch professional development compared to a control group. The findings support focused training programs to help strengthen particular aspects of teachers' instructional abilities. Significantly, the pedagogically competent teacher is expected to have a solid understanding of research-based information and teaching and learning concepts (Ricaplaza & Quines, 2022). Overall, the literature indicates that both general pedagogical competence and specific instructional skills continue developing throughout teachers' careers, highlighting the importance of ongoing professional development spanning preservice preparation, induction, and beyond.

The research underscores the interconnectedness of emotional intelligence, teacher empowerment, and job commitment in enhancing teacher pedagogical competence and student outcomes (Rastegar & Moradi, 2021). Teachers with higher emotional intelligence, empowerment, and commitment demonstrate resilience, engagement, and improved learning environments (Meristo & Eisenschmidt, 2021; Ngidi & Sibaya, 2021). This study's social value lies in its potential to transform education and society. Cultivating these competencies among teachers supports Sustainable Development Goal 4 (Quality Education), strengthening the teaching workforce, enhancing well-being, and promoting quality education (Hen & Sharabi-Nov, 2021). Ultimately, the study's findings will promote social mobility, cultural understanding and community cohesion, driving long-term economic growth and societal progress. Teachers will benefit from understanding how emotional intelligence, empowerment, and job commitment enhance pedagogical competence, informing personal and professional development strategies. Students will benefit from improved teaching quality, enhancing academic outcomes and lifelong learning skills. Future researchers can build upon this study's framework to investigate contextual factors influencing teacher's pedagogical competence.

3. Material and Methods

The respondents involved in this research were the public elementary school teachers in the Department of Education, Regional Office XII. The Region has 23,569 teachers qualified to be included as the participants of this study. The Raosoft sample size calculator was used to determine the study's sample size. It offers a free online sample size calculator to estimate the number of survey participants required to produce statistically significant results (Memon *et al.*, 2020). In addition, the response distribution, confidence level, population size, and margin of error are considered (Ekore & Okekeocha, 2022). This data web survey software used to figure out the number of respondents has calculated 379 minimum sample size (Raosoft Inc., 2010). However, the researcher opted to use the maximum sample size, which was 400 respondents.

Moreover, stratified random sampling was used to select the target respondents in each division. The breakdowns of the respondents are as follows: General Santos City (99), Koronadal City (32), South Cotabato (148), and Sarangani (121). The stratified random sampling process necessitates the creation of population strata or smaller subgroups. In stratified random sampling or stratification, the strata were created based on shared features or member characteristics, such as income or level of education. Stratified random sampling is frequently used to describe random proportional or quota sampling (Hayes & Westfall, 2020).

Further, inclusion criteria were prepared for the participants to qualify as respondents to the study. They must be public elementary school teachers, holders of permanent status in the Department of Education, with item positions teacher I to III and Master teachers I to IV. They can be of any gender if they can answer the questionnaire. On the other hand, excluded as respondents are those having head teacher or principal positions, retired or resigned teachers in the Department of Education, and those coming from private schools. Respondents were informed of their right to withdraw from the survey at any time and assured confidentiality and privacy, per the Data Privacy Act 2012. Participation was voluntary, and demographic information (age, gender, occupation, employment, and health status) was kept confidential to protect identities. Informed consent was obtained, and respondents' privacy rights were respected throughout the study.

The researcher was interested in conducting the study within the Department of Education (DepEd), Region XII, Mindanao area, because the researcher currently works as a public elementary school teacher in the Region, particularly in the Division of General Santos City. Moreover, the researcher was a classroom teacher for nine years. For these purposes, the researcher investigates the best-fit model of pedagogical competence between emotional intelligence, teacher empowerment, and teacher job commitment among public elementary school teachers of Region XII.

There are four instruments used in this study designed by the research problem. Primary data were used to gather information about the study, which consists of four parts: emotional intelligence, teacher empowerment, teacher job commitment, and

pedagogical competence. The survey questionnaires utilized in the study were sourced from various related research. The contextualization was done to make the instrument more applicable to current and local settings.

The questionnaire on emotional intelligence was adapted from the work of Dey and Roy (2022), the Emotional Intelligence Scale for Teachers, which comprised five (5) indicators: self-perception, self-regulation, self-drive, empathy, and social motive. The questionnaire on teacher empowerment was adapted from the work of Sasan Baleghizadeh and Elnaz Goldouz (2016), which has six (6) indicators: professional growth, status, self-efficacy, autonomy, impact, and decision-making. Then, the questionnaire on teacher job commitment was adapted from the research work of Akinwale and Okotoni (2019), which has three (3) indicators: commitment to the teaching profession, commitment to school, and commitment to teaching and learning. Lastly, the teachers' pedagogical competence questionnaire is adapted from the study of Ghavidel M. and Valipour V. (2020). It comprised the following four (4) indicators: assessment strategies, skills of teaching, teaching attitudes, and knowledge mastery. All the survey questionnaires utilized the 5-point Likert scale.

The scales used to interpret this study's means of variables were the following: The range 4.20-5.00 means that the public elementary school teachers exhibit measures of emotional intelligence, empowerment, job commitment, and pedagogical competence that were always observed/manifested. The range of 3.40 - 4.19 means that public elementary school teachers exhibit measures of emotional intelligence, empowerment, job commitment, and pedagogical competence that were oftentimes observed/manifested. Additionally, the range 2.60-3.39 means public elementary school teachers exhibit measures of emotional intelligence, empowerment, job commitment, and pedagogical competence that were sometimes observed/manifested. In addition, the range of 1.80-2.59 means that public elementary school teachers exhibit measures of emotional intelligence, empowerment, job commitment, and pedagogical competence that were seldom observed/manifested. Lastly, the range 1.00-1.79 means that public elementary school teachers exhibit measures of emotional intelligence, empowerment, job commitment, and pedagogical competence that were almost not observed/manifested.

Six expert validators validated the instrument to make it more appropriate and credible. Given the internal and external validators scoring the instrument a 4.69, it is an excellent content validity tool. After validation, pilot testing was conducted. The validity of the questionnaires was checked through Cronbach's alpha. According to Gliem and Gliem (2003), the closer Cronbach's alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale. Higher values on the scale denote higher reliability (Mohsen & Reg, 2022). During the pilot testing, emotional intelligence obtained a Cronbach alpha of .932, empowerment got .951, job commitment got .809, and pedagogical competence had a Cronbach alpha of .958. This implies that the survey questionnaires are valid and reliable.

The researcher employed a non-experimental research method using the descriptive-correlational research design. It was descriptive because it described the level of emotional intelligence, teacher empowerment, teacher job commitment, and pedagogical competence. Meanwhile, it was correlational since it measured the degree of relationship between the exogenous and endogenous variables. Moreover, it used statistical tools such as mean, Pearson-r and regression analysis. This study also used a structural equation model.

In gathering the relevant data for this research, the following steps were followed: First, the researcher requested permission from the appropriate authorities, such as the regional director, superintendents, and principals, to conduct the survey study in their schools. This ensured compliance with policies and approval to collect data. Second, the survey questionnaires were distributed to the selected respondents upon approval. They were given time to complete a survey on their own time. Reminders were sent to prompt completion. Third, the researcher gathered the completed survey forms. The survey responses were compiled for analysis by coding responses and inputting data into statistical software. Lastly, relevant data analyses were summarized in the form of tables and graphs to present the overall results and significant findings from teachers' survey responses.

The data were reviewed and interpreted using the appropriate statistical treatments. First, the mean was used to assess emotional intelligence, empowerment, job commitment, and pedagogical competence. Second, the Pearson-r/Pearson Product Moment Correlation is used statistically in research to measure the strength and direction of the relationship between two variables (Pallant, 2022). Third, regression analysis was used to determine the significant relationship between emotional intelligence, empowerment, job commitment, and pedagogical competence. Lastly, structural equation model analysis was used to determine the effect of emotional intelligence, empowerment, and job commitment interacting with the endogenous variable, pedagogical competence. It also explored the model fit value.

The best-fit model is drawn using structural equation modeling (SEM). It can also evaluate postulated relationships, starting with a theoretically based model and then transforming it into a path diagram. According to Cuyab and Guhao (2020), SEM is a research method that measures the relationship of variables at different levels of measurement. The specified population investigated the relationships between two or more variables. It is a powerful multivariate technique found increasingly in scientific investigations to test and evaluate multivariate causal relationships (Guhao & Escosora, 2023).

When assessing the goodness of fit of a model, various fit indices were used to determine the best fit. The following are the criteria: Chi-Square/Degrees of Freedom (CMIN/DF) 0<value<2; Normed Fix Index (NFI) >0.95; Tucker-Lewis Index (TLI) >0.95; Comparative Fit Index (CFI) >0.95; Goodness of Fit Index (GFI) >0.95; Root Means Square of Error Approximation (RMSEA) <0.05; P of Close fit (P-close) >0.05; and Probability

Level (P-value). The combination of fit indicators was scrutinized to evaluate the overall model fit and determine the optimal model.

This quantitative study has significant ethical considerations regarding proper research operation, confidentiality, anonymity, and adherence to university standards. The key ethical principles guiding this research were voluntary participation, informed consent, respect for respondent privacy, avoiding plagiarism or fabrication, securing permission, and avoiding conflicts of interest or deceit. This study followed ethical guidelines set by the University of Mindanao Ethics Review Committee (UMERC) with protocol number: UMERC-2024-257 regarding the treatment of subjects and data.

4. Results and Discussion

4.1 Emotional Intelligence

As shown in Table 1, the level of emotional intelligence generated an overall mean of 4.33 with a standard deviation of 0.382, which is described as *very high*. The mean of indicators ranges from 4.20 to 5.00. This means public elementary school teachers' emotional intelligence was always observed/manifested. Specifically, results show that Self-Drive had the highest mean of 4.62 or *very high*, and Social Motive, with a mean of 4.12 or *high*, gained the lowest mean value among the five indicators. The results implied that public elementary school teachers' overall very high response means motivating students for their progress. However, their acceptance of criticism by other people, while still high, has the most potential for improvement.

In parallel, the result of this study supports the claim that emotional intelligence determines how and what we learn, allows us to set priorities, and manages most of our everyday tasks. Emotional intelligence contributes significantly to personal and professional success (Salip & Quines, 2023). Also, it was supported by the findings of Sharma (2020), who studied the correlation between emotional intelligence and teaching competence of B.Ed student teachers from the B.Ed colleges of the Buldhana district of Maharashtra. Overall, results reveal a positive and significant correlation between emotional intelligence and teaching competence among B.ed students and teachers.

Table 1: Level of Emotional Intelligence

Indicators	SD	Mean	D.E.
Self-perception	0.413	4.50	Very High
Self-regulation	0.471	4.22	Very High
Self-drive	0.402	4.62	Very High
Empathy	0.520	4.22	Very High
Social motive	0.540	4.12	High
Overall	**0.382**	**4.33**	**Very High**

4.2 Empowerment

As shown in Table 2, the level of empowerment of public elementary school teachers generated an overall mean of 4.27 with a standard deviation of 0.427, which is interpreted

as *very high*. This means that the public elementary school teachers' empowerment with their work in the Department of Education was always observed/manifested. Specifically, self-efficacy generated the highest mean of 4.63 or *very high*, and decision-making got the lowest mean of 3.68 or *high*er.

The results implied that public elementary school teachers love to see students learn, but making decisions in school, while still high, has a potential for improvement. The finding aligned with the findings of Robingah, Setyaningsih, and Arifin (2022) about the professionalism of public elementary school teachers in Jambi City that can be increased through the development of empowerment, pedagogic competence, organizational climate, and interpersonal communication. One of the significant results showed a positive direct influence of teachers' empowerment on the pedagogic competence of public elementary school teachers. Thus, organizations may also focus on increasing their employees' feelings of worth because it significantly impacts their job effectiveness (Macasarte & Quines, 2024).

Table 2: Level of Empowerment

Indicators	**SD**	**Mean**	**D.E.**
Professional growth	0.442	4.57	Very High
Status	0.463	4.49	Very High
Self-efficacy	0.426	4.63	Very High
Autonomy	0.762	3.95	High
Impact	0.534	4.32	Very High
Decision making	0.765	3.68	High
Overall	**0.427**	**4.27**	**Very High**

4.3 Job Commitment

As shown in Table 3, the level of job commitment of the public elementary school teachers in Region XII, with an overall mean of 4.23 and a standard deviation of 0.451, is *very high*. Specifically, commitment to the teaching profession generated the highest mean of 4.41 or *very high*; commitment to the school has a low mean of 3.92 or *high*.

The results implied that the public elementary school teachers in Region XII were proud and committed to their profession. However, in commitment to school, while still high, their emotional attachment has potential for improvement. These findings vehemently support Wahyuni (2020) about the relationship among work commitment, pedagogic competence, and teacher work productivity towards motivation of teacher achievement at SMP Negeri Atinggola, North Gorontalo Regency. It has been found that there is a positive relationship between pedagogical competence, work commitment, work productivity, and teacher achievement motivation, which means that if a good teacher's pedagogical competence is supported by commitment and high productivity, it will increase teacher achievement motivation. Thus, committed teachers desire to be competent teachers, more truth providers and sources, knowledge, acceptance of their worth, and the ability to fulfill their professional obligations (Salinas & Quines, 2022).

Table 3: Level of Job Commitment

Indicators	SD	Mean	D.E.
Commitment to the teaching profession	0.597	4.41	Very High
Commitment to school	0.570	3.92	High
Commitment to teaching and learning	0.522	4.36	Very High
Overall	**0.451**	**4.23**	**Very High**

4.4 Pedagogical Competence

As shown in Table 4, the level of pedagogical competence of public elementary school teachers got an overall mean of 4.49 with a standard deviation of 0.422, which was described as *very high*. This implied that the pedagogical competence of teachers was always observed/manifested. Specifically, knowledge mastery got the highest mean of 4.56 or *very high,* and teaching attitudes got the lowest mean of 4.37 or *very high.* Thus, the result further implied that public elementary school teachers demonstrate knowledge while teaching the subject and use different sources but have the potential to improve their attitudes in participating in scientific conferences in the country/overseas.

Similarly, the results of the study support the research conducted by Murkatik, Harapan and Wardiah (2020) that prove that there was both partially and simultaneously, a significant influence of pedagogical competence on the teacher's performance of SMP Negeri in Prabumulih Timur. Further, their findings conclude that the achievement of learning goals and success in overcoming learning challenges depends on the competence of the teachers.

Table 4: Level of Pedagogical Competence

Indicators	SD	Mean	D.E.
Assessment Strategies	0.469	4.50	Very High
Skills of Teaching	0.450	4.55	Very High
Teaching Attitudes	0.478	4.37	Very High
Knowledge Mastery	0.466	4.56	Very High
Overall	**0.422**	**4.49**	**Very High**

4.5 Relationship between Emotional Intelligence and Pedagogical Competence

Table 5 shows the test result of the relationship between emotional intelligence and pedagogical competence. With an overall computed r-value of 0.716 and a probability level of 0.000 at a 0.05 level of significance, it was concluded that the null hypothesis was rejected. Therefore, a significant relationship exists between public elementary school teachers' emotional intelligence and pedagogical competence.

Specifically, results reveal that all the indicators of emotional intelligence have significant relationships with pedagogical competence. The p-value is <0.05, and among the five indicators of emotional intelligence, self-drive garnered the highest computed r-value of 0.661, followed by self-perception, empathy, social motive, and self-regulation with the computed R-values of 0.651, 0.577, 0.577, and 0.491, respectively.

The study was in parallel with the results of the research of Susanto, Rozali, and Agustina (2019), which concluded the new concept of the pedagogical competence

development model of the elementary school teachers in DKI Jakarta province is rooted in emotional intelligence, pedagogical knowledge, reflective ability, and instructional communication pattern. Thus, the results showed that the pedagogical competence model could be developed based on emotional intelligence, pedagogical knowledge, reflective ability, and instructional communication patterns.

Table 5: Significance of the Relationship between Emotional Intelligence and Pedagogical Competence

Emotional Intelligence	**Pedagogical Competence**				**Overall**
	Assessment Strategies	**Skills of Teaching**	**Teaching Attitudes**	**Knowledge Mastery**	
Self-Perception	.618* (0.000)	.592* (0.000)	.582* (0.000)	.570* (0.000)	**.651* (0.000)**
Self-Regulation	.469* (0.000)	.434* (0.000)	.468* (0.000)	.408* (0.000)	**.491* (0.000)**
Self-Drive	.627* (0.000)	.606* (0.000)	.551* (0.000)	.615* (0.000)	**.661* (0.000)**
Empathy	.582* (0.000)	.513* (0.000)	.511* (0.000)	.487* (0.000)	**.577* (0.000)**
Social Motive	.543* (0.000)	.494* (0.000)	.568* (0.000)	.437* (0.000)	**.577* (0.000)**
Overall	**.692* (0.000)**	**.641* (0.000)**	**.656* (0.000)**	**.609* (0.000)**	**.716* (0.000)**

*Significant at 0.05 significance level.

4.6 Relationship between Empowerment and Pedagogical Competence

Table 6 presents the test result of the relationship between the levels of empowerment and pedagogical competence. The table shows that the overall r-value is 0.737 with a p-value of 0.00, less than 0.05. It could be concluded that the null hypothesis is rejected. Thus, there is a significant relationship between empowerment and pedagogical competence.

Specifically, it could also be gleaned from the results that all the indicators of the level of empowerment are significantly correlated to pedagogical competence since all of the p-values are lesser than 0.05. Among all the empowerment indicators, self-efficacy obtained the highest R-value of 0.736. On the other hand, professional growth, status, impact, autonomy, and decision-making got an r-value of 0.719, 0.710, 0.689, 0.393, and 0.340, respectively.

The results of the study by Mardapi and Herawan (2019) support these findings as they show that their community-based teacher program is one of the developments in empowering teachers to help improve competency by optimizing teacher interaction within Indonesia. There is a link between empowerment and pedagogical competence. Results showed a significant link between empowerment and teachers' pedagogical competence. Empowerment through the program increased the professionalism of teachers in Indonesia, primarily related to improving pedagogical and professional competencies.

Table 6: Significance of the Relationship between Empowerment and Pedagogical Competence

Empowerment	Pedagogical Competence				Overall
	Assessment Strategies	Skills of Teaching	Teaching Attitudes	Knowledge Mastery	
Professional Growth	.687* (0.000)	.657* (0.000)	.619* (0.000)	.646* (0.000)	**.719* (0.000)**
Status	.706* (0.000)	.649* (0.000)	.572* (0.000)	.649* (0.000)	**.710* (0.000)**
Self-Efficacy	.723* (0.000)	.672* (0.000)	.605* (0.000)	.670* (0.000)	**.736* (0.000)**
Autonomy	.369* (0.000)	.342* (0.000)	.419* (0.000)	.293* (0.000)	**.393* (0.000)**
Impact	.649* (0.000)	.622* (0.000)	.629* (0.000)	.597* (0.000)	**.689* (0.000)**
Decision Making	.300* (0.000)	.259* (0.000)	.405* (0.000)	.262* (0.000)	**.340* (0.000)**
Overall	**.701* (0.000)**	**.651* (0.000)**	**.688* (0.000)**	**.630* (0.000)**	**.737* (0.000)**

*Significant at 0.05 significance level.

4.6 Relationship between Job Commitment and Pedagogical Competence

Table 7 shows the test result of the relationship between job commitment and pedagogical competence. With the overall computed r-value of 0.666 and a p-value of 0.000, which is less than 0.05, the null hypothesis is rejected. Therefore, a significant relationship exists between public elementary school teachers' job commitment and pedagogical competence.

Specifically, all indicators of job commitment are significantly correlated with pedagogical competence. The p-value is <0.05, and *commitment to teaching and learning* got the highest computed r-value of 0.595; *commitment to the teaching profession* obtained the r-value of 0.537, and *commitment to school* got an R-value of 0.474.

Similarly, the results were aligned with the claim of Wahyuni (2020) that there is a positive relationship between pedagogical competence, job commitment, and productivity and teacher achievement motivation at SMP Negeri Atinggola, North Gorontalo Regency. This study implied that if a good teacher's pedagogical competence is supported by commitment and high productivity, it will increase teacher achievement motivation.

4.7 Goodness of Fit Measures of the Three Structural Equation Models

The structural equation was applied to three hypothesized models to develop the best-fit model that predicts pedagogical competence in the Department of Education, Region XII. Each of the indices used must regularly fall within the permitted limits to choose the best-fit model. Less than two but larger than zero is the ideal chi-square/degree of freedom value, and a p-value greater than 0.05 is required. A P-close value larger than 0.05 and a Root Mean Square Error Approximation value less than 0.05 is required. Other indices

that need to be higher than 0.95 include the goodness of fit index, comparative fit index, Tucker-Lewis index, and normed fit index.

Table 7: Significance of the Relationship between Job Commitment and Pedagogical Competence

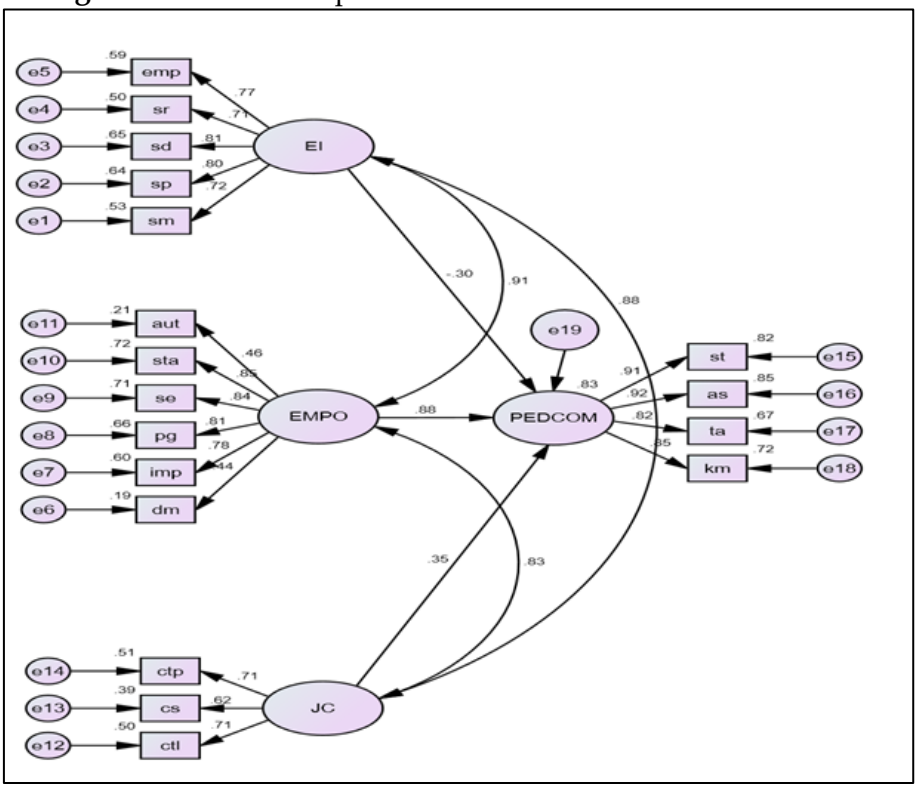
Job Commitment	Pedagogical Competence				Overall
	Assessment Strategies	Skills of Teaching	Teaching Attitudes	Knowledge Mastery	
Commitment to the Teaching Profession	.521* (0.000)	.499* (0.000)	.464* (0.000)	.473* (0.000)	**.537* (0.000)**
Commitment to School	.429* (0.000)	.434* (0.000)	.501* (0.000)	.354* (0.000)	**.474* (0.000)**
Commitment to Teaching and Learning	.566* (0.000)	.555* (0.000)	.539* (0.000)	.501* (0.000)	**.595* (0.000)**
Overall	**.625* (0.000)**	**.617* (0.000)**	**.624* (0.000)**	**.551* (0.000)**	**.666* (0.000)**

*Significant at 0.05 significance level.

4.8 Generated Structural Equation Model 1

Figure 2 shows the generated Structural Model 1. It displays the interrelationships of the exogenous variables: emotional intelligence with its five indicators: *self-perception, self-regulation, self-drive, empathy, and social motive*; empowerment with its six indicators: *professional growth, status, self-efficacy, autonomy, impact, and decision-making*; job commitment with three indicators: *commitment to the teaching profession, commitment to school, and commitment to teaching and learning* and their causal relationship on the endogenous variable teachers' pedagogical competence as its indicators. All indices did not reach the acceptable ranges, as shown in Table 8.

Figure 2: Structural Equation Model 1 in Standardized Solution



Legend:

sp = Self-perception
sr = Self-regulation
sd = Self-drive
emp = Empathy
sm = Social Motive
EI = Emotional intelligence
pg = Professional growth
sta = Status
se = Self-efficacy

aut = Autonomy
imp = Impact
dm = Decision Making
EMPO = Empowerment
ctp = Commitment to Teaching Profession
cs = Commitment to School
ctl = Commitment to Teaching and Learning

JC = Job Commitment
as = Assessment Strategies
st = Skills of Teaching
ta = Teaching Attitudes
km = Knowledge Mastery
PEDCOM = Pedagogical Competence

As shown in Table 8, the P-Close value for model 1 is 0.000, less than 0.05. The Chi-Square/Degrees of Freedom value is 4.753, and the p-value is 0.000. On the other hand, the Goodness of Fit value is 0.817, and the Comparative Fit Index is 0.906, which is also lower than 0.95. The Normed Fit Index is 0.885, and the Tucker-Lewis Index is 0.889; both are lower than 0.95. Lastly, the Root Means Square of Error Approximation (RMSEA) is 0.097, more significant than 0.05. Thus, this model does not satisfy the criteria needed to

become the best-fit model that predicts pedagogical competence. Therefore, the Generated Structural Equation Model 1 is not the best-fit model.

Table 8: The Goodness of Fit Measures of Structural Equation Model 1

Index	Criterion	Model Fit Value
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	4.753
P-value	> 0.05	.000
GFI	> 0.95	.817
CFI	> 0.95	.906
NFI	> 0.95	.885
TLI	> 0.95	.889
RMSEA	< 0.05	.097

Legend:

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

4.9 Variable Regression Weights in Structural Equation Model 1

Table 9 presents the variable regression weights in Structural Equation Model 1. It has been noted that the Generated Structural Equation Model 1 is not the best-fit model that predicts pedagogical competence. However, significant findings have been revealed in this model. It has been found that empowerment and pedagogical competence have a statistically significant relationship. However, in this generated model, there is no significant relationship between emotional intelligence, pedagogical competence, job commitment, and pedagogical competence.

Table 9: Estimates of Variable Regression Weights in Structural Equation Model 1

			B	S.E.	C.R.	BETA	P
PEDCOM	<---	EMPO	1.069	.183	5.827	.878	***
PEDCOM	<---	EI	-.311	.178	-1.753	-.298	.080
PEDCOM	<---	JC	.383	.143	2.686	.346	.007
sm	<---	EI	1.000			.725	
sp	<---	EI	.841	.054	15.547	.798	***
sd	<---	EI	.828	.053	15.723	.806	***
sr	<---	EI	.854	.062	13.795	.710	***
emp	<---	EI	1.019	.068	14.918	.766	***
dm	<---	EMPO	1.000			.438	
imp	<---	EMPO	1.236	.141	8.743	.776	***
pg	<---	EMPO	1.072	.121	8.877	.813	***
se	<---	EMPO	1.074	.120	8.979	.844	***
sta	<---	EMPO	1.169	.130	8.986	.846	***
aut	<---	EMPO	1.046	.153	6.855	.460	***
ctl	<---	JC	1.000			.708	
cs	<---	JC	.959	.086	11.178	.621	***
ctp	<---	JC	1.153	.091	12.686	.713	***
st	<---	PEDCOM	1.000			.907	
as	<---	PEDCOM	1.059	.035	30.015	.922	***
ta	<---	PEDCOM	.962	.042	22.929	.821	***
km	<---	PEDCOM	.969	.039	24.560	.848	***

Note: Chi-square = 613.095; Degrees of freedom = 129; Probability level = .000

4.10 Generated Structural Equation Model 2

Figure 3 shows the generated Structural Model 2. It displays the interrelationships of the exogenous variables: emotional intelligence with its three indicators: *self-drive, empathy, and social motive*; empowerment with its two indicators, *autonomy and decision-making*; job commitment with two indicators: *commitment to the teaching profession, and commitment to teaching and learning* and their causal relationship on the endogenous variable teachers' pedagogical competence as its indicators. All indices did not reach the acceptable ranges, as shown in Table 10.

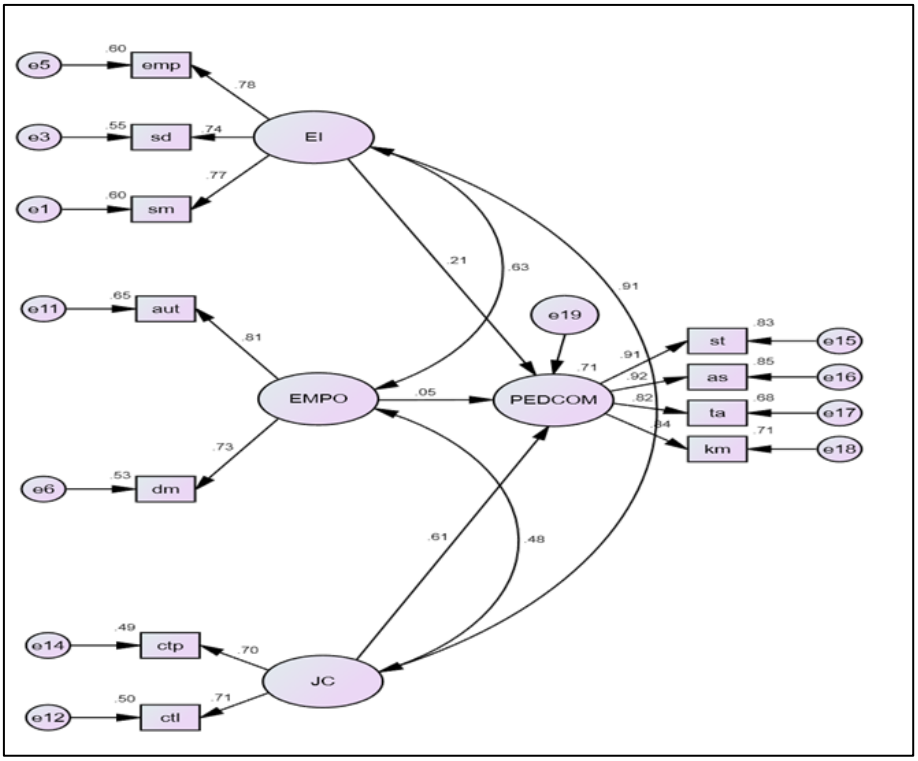


Figure 3: Structural Equation Model 2 in Standardized Solution

Legend:

sp = Self-perception
sr = Self-regulation
sd = Self-drive
emp = Empathy
sm = Social Motive
EI = Emotional Intelligence
pg = Professional Growth
sta = Status
se = Self-efficacy

aut = Autonomy
imp = Impact
dm = Decision Making
EMPO = Empowerment
ctp = Commitment to Teaching Profession
cs = Commitment to School
ctl = Commitment to Teaching and Learning

JC = Job Commitment
as = Assessment Strategies
st = Skills of Teaching
ta = Teaching Attitudes
km = Knowledge Mastery
PEDCOM = Pedagogical Competence

Table 10 presents the Goodness of Fit Measures of the generated Structural Equation Model 2. The P-Close value is 0.000, lower than 0.05, and the CMIN/DF (Chi-Square/Degrees of Freedom) value is 4.208. Moreover, the computed p-value is 0.000, which is reasonably lower than the required value, which is 0.05. On the other hand, the Goodness Fit Index has a computed value of 0.929, and the Comparative Fit Index value has a computed value of 0.956, which is good because it is higher than the required value of 0.95.

The Normed Fit Index results are also good because the computed value is 0.943, which is greater than the required value of 0.95. In addition, the Tucker-Lewis Index is 0.936, which is lower than the required value of 0.95. Lastly, the Root Means Square of Error Approximation value is 0.090, greater than the required value of 0.05. Thus, the Generated Structural Equation Model 2 is not the best-fit model that predicts pedagogical competence because it does not satisfy all the criteria needed to become the best model.

Table 10: The Goodness of Fit Measures of Structural Equation Model 2

Index	Criterion	Model Fit Value
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	4.208
P-value	> 0.05	.000
GFI	> 0.95	.929
CFI	> 0.95	.956
NFI	> 0.95	.943
TLI	> 0.95	.936
RMSEA	< 0.05	.090

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

4.11 Variable Regression Weights in Structural Equation Model 2

Table 11 presents the estimates of variable regression based on the generated Structural Equation Model 2. It can be gleaned that there is no significant relationship between emotional intelligence, empowerment, job commitment and pedagogical competence. Since the overall p-value of the variables is above 0.05, it means that they are not significant predictors of the variables they predicted.

Table 11: Estimates of Variable Regression Weights in Structural Equation Model 2

			B	S.E.	C.R.	BETA	P
PEDCOM	<---	EMPO	.039	.060	.644	.052	.520
PEDCOM	<---	EI	.209	.295	.707	.212	.479
PEDCOM	<---	JC	.684	.313	2.189	.815	.029
sm	<---	EI	1.000			.773	
sd	<---	EI	.715	.048	14.816	.742	***
emp	<---	EI	.969	.062	15.577	.777	***
dm	<---	EMPO	1.000			.726	
aut	<---	EMPO	1.108	.116	9.579	.807	***
ctl	<---	JC	1.000			.707	
ctp	<---	JC	1.132	.092	12.305	.696	***
st	<---	PEDCOM	1.000			.912	
as	<---	PEDCOM	1.051	.035	29.821	.920	***
ta	<---	PEDCOM	.958	.042	23.047	.822	***
km	<---	PEDCOM	.960	.039	24.394	.844	***

Note: Chi-square = 159.892; Degrees of freedom = 38; Probability level = .000

4.12 Generated Structural Equation Model 3

Figure 4 shows the generated Structural Model 2. It displays the interrelationships of the exogenous variables: emotional intelligence with its two indicators: *empathy and social motive*; empowerment with its two indicators, *autonomy and decision making*; job commitment with two indicators, *commitment to the teaching profession, and commitment to teaching and learning* and their causal relationship on the endogenous variable teachers' pedagogical competence as its indicators. All indices reach the acceptable ranges, as shown in Table 12.

Table 12 presents the Goodness of Fit results on Structural Equation Model 3 regarding the pedagogical competence of the public elementary school teachers. It could be noted that the P-Close value is 0.697, which is greater than 0.05. This suggests that model 3 is a good fit. On the other hand, the CMIN/DF (Chi-Square/degrees of freedom) CMIN/DF measures the relative fit of the model to the data. In this model, the value is 1.617, which falls within the acceptable range, indicating a good fit.

Additionally, the P-value is 0.066, which is greater than 0.05. This suggests that the model fits the data well according to this measure. Also, the GFI value is 0.986, which is very close to the ideal threshold, indicating an excellent fit. Additionally, the CFI (Comparative Fit Index) value is 0.994, which indicates an excellent fit. Furthermore, the NFI (Normed Fit Index) value is .984, which is very close to the ideal threshold, indicating a good fit.

In addition, the TLI (Tucker-Lewis Index) value is 0.988, which is slightly above the ideal threshold, which is 0.95. However, a small deviation still indicates a good fit. Lastly, the RMSEA (Root Mean Square Error of Approximation) value in this model is

.039, which indicates a good fit. Overall, Structural Equation Model 3 is the best-fit model that predicts pedagogical competence in the Department of Education, Region XII.

Table 12: Goodness of Fit Measures of Structural Equation Model 3

Index	Criterion	Model Fit Value
P-Close	> 0.05	.697
CMIN/DF	0 < value < 2	1.617
P-value	> 0.05	.066
GFI	> 0.95	.986
CFI	> 0.95	.994
NFI	> 0.95	.984
TLI	> 0.95	.988
RMSEA	< 0.05	.039

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

4.13 Variable Regression Weights in Structural Equation Model 3

Table 13 shows the estimates of variable regression weights in Structural Equation Model 3. As shown in the table, empowerment and emotional intelligence were found to have no significant relationship with pedagogical competence. However, job commitment and pedagogical competence showed a statistically significant relationship. Since the overall p-value of the variables is below 0.05, it means that they are significant predictors of the variables they predicted.

Table 13: Estimates of Variable Regression Weights in Structural Equation Model 3

			B	S.E.	C.R.	BETA	P
PEDCOM	<---	EMPO	.054	.069	.779	.074	.436
PEDCOM	<---	EI	-.070	.207	-.339	-.075	.735
PEDCOM	<---	JC	.949	.229	4.146	.843	***
Ctl	<---	JC	1.000			.704	
Ctp	<---	JC	1.141	.096	11.905	.702	***
St	<---	PEDCOM	1.000			.919	
Km	<---	PEDCOM	.955	.051	18.726	.847	***
Emp	<---	EI	.949	.061	15.610	.803	***
Sm	<---	EI	1.000			.816	
Aut	<---	EMPO	1.048	.102	10.260	.785	***
Dm	<---	EMPO	1.000			.746	

Note: Chi-square = 22.637; Degrees of freedom =14; Probability level = .066

4.14 Best Fit Model of the Pedagogical Competence of Public Elementary School Teachers

Table 14 shows the Goodness of Fit Measures of the Three Structural Equation Models. It could be gleaned from the table that Models 1 and 2 are not the Best Fit Models that predict pedagogical competence in the Department of Education since it does not satisfy the criteria for the standard fit as a result of the structural equation modeling of data. It could be noted that the P-Close value is 0.697. This suggests that model 3 has a good fit based on this measure. On the other hand, the CMIN/DF (Chi-Square/degrees of freedom) value is 1.617, which falls within the acceptable range, indicating a good relative fit. The p-value associated with CMIN/DF is 0.066, which is greater than 0.05. This suggests that the model fits the data well according to this measure.

Also, the GFI value is 0.986, which is very close to the ideal value, indicating an excellent fit. Additionally, the CFI (Comparative Fit Index) value is 0.994, which is perfect and indicates an excellent fit. The NFI (Normed Fit Index) value is 0.984, which is very close to the ideal value, indicating a good fit. In addition, the TLI (Tucker-Lewis Index) value is 0.988, which is slightly above the ideal value. While it is technically above 0.95, such a small deviation still indicates a good fit. Lastly, the RMSEA (Root Mean Square Error of Approximation) value in this model is .039, which is excellent and indicates a very good fit. Thus, Model 3 is found to be the best-fit model that predicts pedagogical competence in the Department of Education, Region XII. Model 3 is a product of a seemingly more elaborated theory where there is a removal of weak influencing variables that are observed as not significantly linked to the other variables in other models.

Table 14: Summary of Goodness of Fit Measures of the Three Structural Equation Models

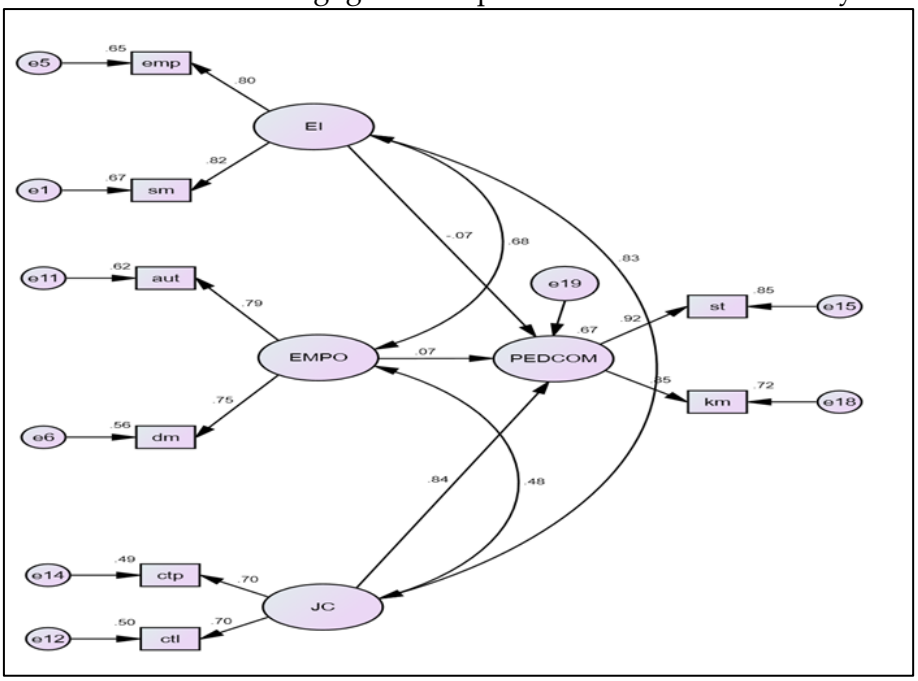
Model	CMIN/DF 0<value<2	P-Value > .05	NFI > .95	TLI > .95	CFI > .95	GFI > .95	RMSEA < .05	P-Close > .05
1	4.753	.000	.885	.889	. 906	.817	.097	.000
2	4.208	.000	.943	.936	.956	.929	.090	.000
3	1.617	.066	.984	.988	.994	.986	.039	.697

Legend:
CMIN/DF = Chi-Square/Degrees of Freedom
NFI = Normed Fit Index
TLI = Tucker-Lewis Index
CFI = Comparative Fit Index
GFI = Goodness of Fit Index
RMSEA = Root Means Square of Error Approximation
P-close = P of Close Fit

Figure 4 shows the Best-Fit Model on the Pedagogical Competence among Public Elementary School Teachers. This portion provides an analysis of the interrelationships among the variables of the study and an assessment of model fit. Signified in this figure is the 3rd Generated Structural Model illustrating the interrelationship of variables

understudied. As seen, the best-fit model is closely interconnected to emotional intelligence, empowerment, job commitment, and pedagogical competence.

Figure 4: Best-Fit Model of the Pedagogical Competence of Public Elementary School Teachers



Legend:

sp = Self-Perception
sr = Self-Regulation
sd = Self-Drive
emp = Empathy
sm = Social Motive
EI = Emotional Intelligence
pg = Professional Growth
sta = Status
se = Self-Efficacy

aut = Autonomy
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cs = Commitment to School
ctl = Commitment to Teaching and Learning

JC = Job Commitment
as = Assessment Strategies
st = Skills of Teaching
ta = Teaching Attitudes
km = Knowledge Mastery
PEDCOM = Pedagogical Competence

On this note, there were two out of five indicators of emotional intelligence, namely, empathy and social motive, remained significant predictors. Two out of six indicators of empowerment, such as autonomy and decision-making, remained significant predictors. Two out of three indicators of job commitment, like commitment to the teaching profession and commitment to teaching and learning, remained significant predictors of pedagogical competence among public elementary school

teachers. Emotional Intelligence, empowerment, and job commitment are external factors directly correlated with pedagogical competence. These three indicators constitute the best-fit model.

Thus, Adisaputra (2024) assertion that Emotional Intelligence exerts a positive and significant influence on teachers' pedagogical competence at Muhammadiyah Parepare Junior High School supports these findings. More proof that empowerment and pedagogical competence are positively correlated may be found in the study of Muttaqin, Tursina, Sudrajat, Yuliza, Novianto, Ramadhan and Kurnanto (2023), in which they concluded that teacher empowerment is the utmost significant cause influencing teacher performance and commitment.

Further, there is support for the findings with the results of the study conducted by Sahrazad, Setyaningsih, and Taufik (2022) that stated the positive influence of pedagogical competence on the teacher's professional commitment. As a result, emotional intelligence, empowerment, and job commitment play an important role in improving teacher's pedagogical competence.

5. Recommendations

It is now the time for school administrators, school heads and principals to exert efforts in providing the necessary support for the teachers. Personality and professional management seminars may also be conducted so that the teachers will be trained on how to properly manage their emotional aspects to experience less burnout, be more empowered, and remain in their profession. Through these conducted seminars, they can improve their pedagogical competence. Thus, the school leaders may also make sure that the teaching materials and classroom needs of the teachers are met so that they will no longer spend a portion of their salaries just to increase their pedagogical competence.

Teachers may build strong teaching attitudes and may take part in scientific conferences in the country/overseas so that they will be more pedagogically competent in the organization. They may continue to become emotionally intelligent in dealing with people who give them criticisms, empowered in making decisions in school, more committed to their work and more emotionally attached to their school. They may become optimistic as they continue their journey, which contributes to the overall quality of education and helps prepare students for success in the 21st century.

For future researchers who wish to conduct a study on the predictors of pedagogical competence, they may use this study as one of their references. More research is needed to better understand these links and develop practical strategies that encourage these attributes in educational contexts. While the concept of this research can be applied, the results may vary according to locale and culture, and both should be taken into consideration by any future researcher willing to use this as a reference.

6. Conclusion

With all the results and inferences gathered from the results of this research that aims to determine the best-fit model that predicts teacher pedagogical competence in the Department of Education in Region XII, the following conclusions were made and the recommendations for the intended beneficiaries.

Based on the results, it could be gleaned that emotional intelligence, empowerment, and job commitment have significant relationships to pedagogical competence. These relationships were shown in the tables presented in the discussion of results and significant findings. With this, it could be concluded that the teachers' pedagogical competence is influenced by how emotionally intelligent they are in the organization, how empowered, and how committed they are to their profession. Additionally, the public elementary school teachers' level of emotional intelligence is very high, which indicates that their emotional intelligence was always observed/manifested in the organization. Its indicators reveal that self-drive got the highest result, which is *very high* and social motive got the lowest result, which is *high*. Further, the empowerment is *very high,* which indicates that their empowerment was always observed/manifested. Its indicators reveal self-efficacy got the highest result which is *very high*, and decision-making got the lowest result, which is *high*.

Moreover, results revealed that the public elementary school teachers' level of job commitment is very high, which indicates that their commitment was always observed/manifested. Its indicators have shown the highest result was a commitment to teaching and learning, which got *very high,* and *the* lowest result was a commitment to the school, which got *high*. On the other hand, the public elementary school teachers' level of pedagogical competence is very high, which indicates that their competence was always observed/manifested. Its indicators reveal that the highest result is in knowledge mastery which got *very high*, and the lowest result is in teaching attitudes, which got *very high*. Additionally, after analyzing the data and determining the best-fit model that predicts pedagogical competence using the Structural Equation Model, it has been found out that Model 3 satisfied all the requirements, making it the most fitted model.

Furthermore, the results support one of the theoretical underpinnings of the study of Witari and Manuaba (2021), which stated that there was a significant correlation between pedagogical competence and personal competence on teacher performance. Based on their findings, it showed that there was a significant correlation between pedagogical competence and personality towards teacher performance at SD Gugus III Manggis Sub-district, Karangasem Regency. If the pedagogical and personality competence of teachers are carried out simultaneously as outlined in the learning process to build a good performance. Thus, the relationship between emotional intelligence, empowerment, job commitment, and pedagogical competence is multifaceted and dynamic. By understanding these interconnected constructs, teachers and organizations can create a more supportive and rewarding work environment that fosters individual growth and contributes to organizational success.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Jesrene Vale V. Calong is a Teacher III assigned at Romana C. Acharon Central Elementary School, Calumpang, General Santos City, Philippines. She is a candidate for Doctor of Education with a concentration in Educational Management (EdD).

Lyndon A. Quines, EdD, is currently a University Professor at the University of Mindanao Professional Schools, Davao City, Philippines.

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