



THE COMBINED MEDIATING EFFECTS OF PROFESSIONAL COMMITMENT AND FAMILY PARTNERSHIP IN THE RELATIONSHIP BETWEEN SENSE OF COMMUNITY AND TEACHER EFFECTIVENESS

**Melody L. Taping¹ⁱ,
Eugenio S. Guhao, Jr.²**

¹Teacher III,
Salvacion Elementary School,
Davao de Oro Division, Region XI,
Department of Education,
Philippines

²DM,
Executive Vice President for Academic Affairs,
Dean- Professional Schools,
Chief Academic Officer,
University of Mindanao, Davao City,
Philippines

Abstract:

This study examined the combined mediating roles of Professional Commitment and Family Partnership in the relationship between Sense of Community and Teacher Effectiveness among public elementary school teachers in Region XI, Philippines. Using a quantitative, non-experimental design with a parallel mediation approach, data were collected from 414 teachers via validated, pilot-tested survey instruments. The data were analyzed using mean and standard deviation, Pearson correlation, and regression-based path analysis. The findings showed that Sense of Community, Professional Commitment, Family Partnership, and Teacher Effectiveness were generally rated high to very high. Significant positive relationships were found among the study variables. Sense of Community was significantly associated with Professional Commitment, Family Partnership, and Teacher Effectiveness, while Professional Commitment and Family Partnership were significantly associated with Teacher Effectiveness. Path analysis showed that the direct effect of Sense of Community on Teacher Effectiveness was not statistically significant. However, the total effect and the combined indirect effect through Professional Commitment and Family Partnership were significant, indicating a significant indirect relationship when the two variables were considered simultaneously as parallel mediators. The available results did not establish the specific indirect effects of Professional Commitment and Family Partnership separately; therefore, full mediation

ⁱ Correspondence: email melody.lasay@deped.gov.ph

cannot be claimed for either mediator individually. The findings highlight the relevance of professional and school–family relational processes in understanding Teacher Effectiveness. The study contributes to Sustainable Development Goal 4 on Quality Education by providing evidence on factors associated with Teacher Effectiveness and to Sustainable Development Goal 8 on Decent Work and Economic Growth by highlighting professional commitment and supportive work relationships among teachers.

SDG #4: Quality Education; **SDG #8:** Decent Work and Economic Growth

Keywords: education, teacher effectiveness, sense of community, professional commitment, family partnership, double mediation analysis, public elementary school teachers, Philippines

1. Introduction

Variation in teacher effectiveness is an ongoing problem because of the many different ways teachers affect students. The teacher's effectiveness affects the extent to which learners are driven to learn in class activities. An and Tao (2024) noted ongoing problems with ineffective teaching and poor instructional planning, underscoring the need for continued professional development and instructional support. Even with efforts to train and further develop teachers and to restructure curricula, teacher effectiveness may continue to vary, given that the other work and social relationships involved are also insufficiently addressed. Similarly, Zhou *et al.* (2024) stated that teacher well-being is a determinant of teaching quality and that work engagement plays a role in this regard. These studies demonstrate that, apart from the teacher, other social and organizational factors in the school determine teacher effectiveness, particularly those that sustain professional commitment and quality relationships with students' families, which may help explain variation in teacher effectiveness.

Family partnership and teacher effectiveness are closely connected, as collaboration with families helps teachers understand students' learning needs, behavior, and experiences, enabling more responsive and effective teaching practices. Barandiaran, Rojas, and González (2023), in their study of 23 primary schools, found significant differences in family–school relationships between schools classified as having higher and lower levels of effectiveness. Teachers in higher-effectiveness schools reported more favorable family–school relationships, including greater responsiveness to family needs and greater family participation in school decision-making. These findings provide direct support for the relationship between family partnership and school effectiveness and suggest that stronger collaboration with families is associated with more effective educational contexts.

Barandiaran, Rojas, and González (2023) conducted their research in 23 primary schools and found varying levels of family-school collaboration across schools, with varying effectiveness. Teachers in schools that exhibited higher levels of effectiveness

reported more positive collaborations with families, greater engagement in addressing families' needs, and increased family participation in school decision-making. The findings of this study clearly show an alliance between family partnerships and school effectiveness and suggest that more positive collaborations with families will help strengthen school effectiveness.

A sense of community and professional commitment might be interrelated. This connection is separate from the direct relationship between commitment and teachers' effectiveness. Puri and Gakhar (2023) indicated that high professional commitment amplifies teaching effectiveness. On the other hand, Singh and Garg (2025) claimed that more professionally committed teachers had greater professional self-efficacy, a greater desire and willingness to participate in professional training and development, and more innovative teaching. These studies position professional commitment as essential to teacher effectiveness. However, they do not address the sense of community and how this connection relates to professional commitment. The hypothesis is based on the assumption that a teacher who feels a strong sense of community, connection, and support within their school environment would be more committed to the profession and its related goals.

A sense of community is related to teacher effectiveness because a connected and supportive school community influences collaboration, collegiality, and the shared responsibility for student learning. Donohoo *et al.* (2023) describe collective teacher efficacy as the *"belief in the ability of the school staff to work together to enhance student achievement"* (p. 13). Stronger collective teacher efficacy positively influences school performance and academic standards. Similarly, Zhou *et al.* (2024) used a quasi-experimental design to conclude that a positive school community increased teacher collegiality, teaching enjoyment, and strengthened relationships with students. The community of teachers in which collaborative practices and positive professional relationships are fostered helps create active work nt that is associated with effective teaching. Therefore, a sense of community provides an efficient social and organizational context for teacher effectiveness by promoting collaboration, collegiality, and shared responsibility for student learning.

Generally, studies have shown positive signs of teacher effectiveness. Piquero (2023) stated that most teachers at the Philippine Public Secondary School have high to very high core competencies in self-management, professionalism, and ethics. Overall, the study suggests that teachers in the public school system have good professional and instructional performance.

However, other studies show that teacher effectiveness is uneven and that clear improvements are needed. One area of interest has been the differences in classroom management among novice teachers and expert teachers. This has focused on differences in classroom management, and the research has shown that teacher, group, and context differences exist and determine effectiveness. The World Bank's Teacher Effectiveness and Competencies Enhancement Project incorporated the need to strengthen teaching and to provide teaching materials to teachers from kindergarten through grade 6. While

all indicators reflected positively on teacher effectiveness, some areas of instruction and workplace conditions remained important areas requiring further study.

According to Picardal and Capito (2023), elementary teachers from Eastern Samar have a great sense of community. Teachers in blended learning environments value certain group learning activities, extracurricular opportunities, and shared social and academic environments, according to Pei *et al.* (2023). Together, these studies suggest that participants' sense of community within a particular school environment is multifaceted and includes constructs such as connectedness, participation, and opportunities for interaction.

Community perceptions, however, are highly contextual. In their study of English teachers from Philippine schools, Templado and Namocot (2023) found that participants' interpersonal communication and work attitudes were moderately strong. Still, community sentiment was found to be appreciably weak. This result demonstrates that teachers can have strong professional abilities and interpersonal capacities yet perceive the community relatively poorly. These types of discrepancies reinforce the need to assess teachers' community sentiment as a distinct aspect of school experience.

Yazıcı and Ozan (2024) focused on 608 teachers from primary, middle, and high schools in Türkiye. They reported that the teachers were highly committed to their profession. The study also found that primary school teachers showed a higher level of commitment than high school teachers. Similarly, in the Philippines, public school teachers demonstrated high levels of professional commitment. This highlighted that the teachers aligned with the profession's values and responsibilities. From these findings, it can be concluded that in different educational settings, professional commitment is a strong characteristic of teachers.

It seems that professional commitment can change based on individual teachers' circumstances and experiences. According to Arviv Elyashiv and Rozenberg (2024), although certain components of teacher education influenced early-stage teachers' professional commitment, their sense of preparedness and self-efficacy were comparatively low. Studies on teachers of Chinese as a second language have confirmed that, in a work context marked by stress, burnout, and concerns about an insufficient teacher supply, professional commitment remains evident. This suggests that although teachers express high levels of professional commitment, this is not the case across the various phases of the profession.

Maldia (2024) found that participants rated teacher-directed parental involvement positively. Teachers were reported to be purposeful in extending community support. Andalajao (2024) found that parents were reported to be purposeful in children's developmental reading as a reader, a facilitator, a role model, and a motivator, indicating that families were highly supportive of the child's learning. These findings indicate the practical role that parents can play in redefining school-family collaboration and participation to enhance learning.

However, studies have noted that some components of family-community partnerships are less consistent or need improvement. Aierbe-Barandiaran *et al.* (2023),

who focused on primary schools, found that the family-school-community partnership differed across diverse primary schools. The teachers at the higher-effectiveness primary schools reported more family-school partnerships, including greater accommodation of family needs and greater family engagement in decision-making. Haque and Wallace (2024) found that during remote instruction, parents noted a need for greater family engagement with teachers and for support in their child's learning. Thus, it can be inferred that a family-community partnership is more likely to exist. Still, the extent and quality of family partnership can vary across educational settings and may depend on ongoing efforts to improve family engagement, participation, and responsiveness.

This study is anchored in Social Exchange Theory (SET) as described by Blau (1964), which shows how social ties and relationships, as well as trust and reciprocity in mutual assistance, influence people's attitudes and behavior within an organization. The present study uses SET because a sense of community fosters positive interactions and cooperative relations among teachers, which can enhance teachers' professional commitment and collaboration with teachers' families. Thus, SET provides a direct theoretical approach to analyzing the sense of a supportive community and its relationship to professional commitment and community partnership, which, in turn, relate to teaching effectiveness.

This study used Coleman's (1988) Social Capital Theory as the supporting theory, which highlighted that trust and relationships, along with shared values, inspire system-wide cooperation and positively influence system outcomes. In the context of a school, social relations indicate a sense of belonging and cooperative spirit within a team. An important component of a school's sense of community is social relations among teachers and cooperation among school stakeholders. Furthermore, a sense of community among teachers develops professional commitment and cooperative relationships among teachers and their families.

This study also incorporated the Three-Component Theory of Organizational Commitment by Meyer and Allen (1991). This theory includes emotional involvement, obligation, and the understanding of the value of maintaining commitment to a certain job. Considering teaching commitments reflects teachers' determination to advance their teaching and fulfill their obligations. Therefore, the fulfillment of teaching obligations is part of the school community's commitment.

This study adopted Epstein's (1987) School, Family, and Community Partnerships Theory. This theory defines collaboration and shared responsibility of the family, as well as their engagement in the learning process. This study provides a family collaboration framework, demonstrating that collaboration between teachers and families positively impacts teaching and learning, classroom activities, and learning support. Therefore, family collaboration enhances teaching, the performing arts of teaching, and the community of teaching.

Thus, these three theories are the building blocks of Olaniyi's (2015) commitment to profession, family, and community partnerships, and community engagement as

components of teacher effectiveness. In the spirit of this study, these three external factors were treated as the dimensions of teacher effectiveness.

A parallel mediation model of the relationship between Sense of Community and Teacher Effectiveness is illustrated in Figure 1. Sense of Community was the independent variable (IV), and Teacher Effectiveness was the dependent variable (DV). The model included two mediating variables, Professional Commitment and Family Partnership. The model also included two parallel indirect paths: Sense of Community → Professional Commitment → Teacher Effectiveness and Sense of Community → Family Partnership → Teacher Effectiveness. Professional commitment included teachers' affective, continuance, and normative commitment to the profession. Family Partnership included collaboration and engagement of the teachers, families, and the school community.

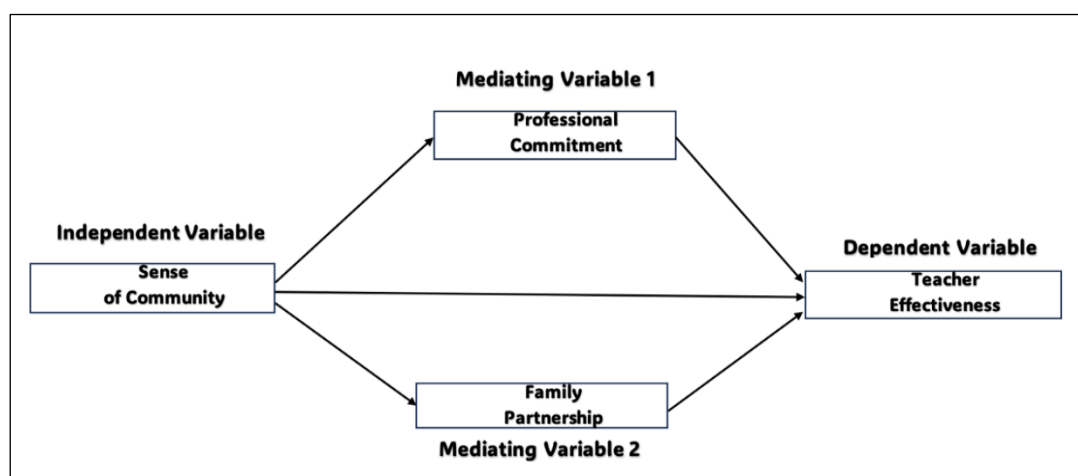


Figure 1: The Parallel Mediation Model of Professional Commitment and Family Partnership in the Relationship between Sense of Community and Teacher Effectiveness

The framework contained a direct pathway from Sense of Community to Teacher Effectiveness. As a result, the study analyzed both direct and indirect associations among the variables of interest. Mediation analysis examined all possible paths from Sense of Community to each mediator and from each mediator to Teacher Effectiveness, as well as the direct pathway from Sense of Community to Teacher Effectiveness. The arrows in Figure 1 indicate the relationships studied. It should be noted that these relationships did not imply causation. The parallel mediation model examined the potential of Professional Commitment and Family Partnership to mediate the connection between Sense of Community and Teacher Effectiveness, either as individual or joint mediators.

Although some studies have explored school-related factors affecting teacher effectiveness, the interactions among these factors have received insufficient attention. More recent studies have primarily emphasized the placement of mediation models within the context of teacher performance. However, most of these studies have focused on a single mediator (Zhang *et al.*, 2023). There is ample evidence that the teacher community is a central factor for collaboration and the development of teaching professionalism. However, the community's role in collaboration in the development of

professionalism, and in the balance and mediation of family partnership, remains unclear (Zhu *et al.*, 2022).

This illuminated gap underscored the need for a dual-mediation model to articulate the nexus between social and professional support systems and teacher effectiveness, and to inform appropriate education policies and practices. Thus, the purpose of this study is to examine the joint mediation roles of family partnership and professional commitment in the community and teacher effectiveness of elementary school teachers in Region XI.

This study examined the relationship between Sense of Community and Teacher Effectiveness, considering Professional Commitment and Family Partnership as parallel mediating variables among public elementary school teachers in Region XI. It determined how public elementary school teachers in Region XI perceive Sense of Community. It determined the levels of Professional Commitment. It determined the levels of Family Partnership. It determined the levels of Teacher Effectiveness. It determined the relationship between Sense of Community and Teacher Effectiveness. It established the mediating role of Professional Commitment in the relationship between Sense of Community and Teacher Effectiveness. It established Family Partnership's mediating role in the relationship between Sense of Community and Teacher Effectiveness. It established the combined mediating role of Professional Commitment and Family Partnership in the relationship between Sense of Community and Teacher Effectiveness. In relation to the study goals, the researcher developed the following hypotheses: there would be no meaningful connection between Sense of Community and Professional Commitment, no meaningful connection between Sense of Community and Family Partnership, no meaningful connection between Professional Commitment and Teacher Effectiveness, no meaningful connection between Family Partnership and Teacher Effectiveness, and no meaningful connection between Sense of Community and Teacher Effectiveness. It was hypothesized that Professional Commitment would not significantly mediate the relationship between Sense of Community and Teacher Effectiveness, Family Partnership would not significantly mediate the relationship between Sense of Community and Teacher Effectiveness, and Professional Commitment and Family Partnership would not have a meaningful combined mediating effect on the relationship between Sense of Community and Teacher Effectiveness.

Teacher Effectiveness is highly significant in education, as teachers have the most direct contact with learners and therefore influence them most. Knowing what contributes to teacher effectiveness would enable schools to design efficient programs and initiatives to help teachers improve across various facets of their studies and professional practice, thereby enhancing relationships with learners. Finally, this study helps teachers by illustrating the connections between Sense of Community, Professional Commitment, Family Partnership, and Teacher Effectiveness. Specifically, the study strives to enhance teachers' professional relationships and partnerships and strengthen their professional commitment.

For school administrators, the findings can help create activities that foster a safe, supportive community, strengthen their professional interests, and enhance positive collaboration between the school and the family. These activities can help shape the environment to support effective teaching. For families, this study connotes the role of active participation in school communication, learning support at home, volunteering, and engagement in school decision-making. Greater family engagement can help teachers provide the necessary support and alternatives to address learners' needs.

For the Department of Education, the findings can help frame programs for teacher development, school-family partnerships, and policies that support effective teachers. The findings draw attention to the professional and relational aspects of the teacher rather than the teacher in isolation. For future researchers, this study can serve as a reference for exploring teacher effectiveness and its associations with social, professional, and relational aspects. Future studies can help replicate the model in different regions, levels, and types of schools, and/or include different variables.

The study helps advance Quality Education (SDG4) by examining the factors that concern effective teachers and quality teaching. It also helps advance Decent Work and Economic Growth (SDG8) by focusing on professional commitment and supportive professional relationships. Therefore, this study aims to help fulfill both Quality Education and supportive conditions for teachers.

2. Methodology

This section analyzes the participants, materials, and instruments, as well as the design and methodology of the current research.

2.1 Research Respondents

The participants of the study included elementary school teachers in the Davao Region of the Philippines. There were 414 participants. Respondents were selected through stratified random sampling to ensure representation across the region's cities and provinces. This sampling focused on the geographical distribution of teachers and aimed for a sample of the targeted population.

During the study, the Department of Education (DepEd) Region XI contained 21,650 public elementary school teachers. From that population, 414 teachers were allocated to the different School Division Offices (SDOs) based on the number of teachers in each division. The sample included Davao City (136; 32.85%), Davao del Norte (51; 12.32%), Davao del Sur (50; 12.08%), Davao Occidental (39; 9.42%), Davao Oriental (55; 13.29%), Digos City (17; 4.11%), Island Garden City of Samal (12; 2.90%), Mati City (16; 3.86%), Panabo City (17; 4.11%), and Tagum City (21; 5.07%). The sample was designed to include the SDOs in the region.

The study included 414 public elementary school teachers from DepEd Region XI. The sample size was deemed sufficient for the planned regression-based parallel mediation analysis. Kline (2023) stated that a sample size of around 200 cases is common

in structural equation modeling; however, the required sample size may depend on the model's complexity, the characteristics of the data, and the parameters to be estimated. Hair *et al.* (2022) also noted that sample size adequacy should be considered alongside model complexity and statistical power when dealing with mediation and path models. It should be noted that with a larger sample size, one would have greater statistical power and more precise parameter estimates. Thus, a sample of 414 respondents was sufficient to examine the proposed relationships and indirect effects through professional commitment and family partnership using a regression-based parallel mediation analysis.

In the present study, the respondents were largely early- to mid-ranking teachers. The group of teachers had the largest number of respondents (158), followed by Teacher III (102), then Teacher II (99). The rest of the respondents were distributed across the more senior teaching ranks, such as Teacher IV (9), Teacher V (6), Teacher VI (11), Master Teacher I (15), Master Teacher II (7), and Master Teacher III (7). In summary, all 414 respondents were included, and the dominance of early- to mid-rank teaching positions was more evident, with relatively few respondents holding more senior teaching positions.

The teaching workforce shows a pronounced female bias. Of the 414 total respondents, female respondents numbered 354 (85.51%), while male respondents numbered 60 (14.49%). This shows that the workforce is mainly composed of early- to mid-career professionals. The respondents also provided a time-in-service figure, with the vast majority falling into the mid-career range. The group with 11 to 15 years of service comprised 126 (30.43%) of the respondents, and the group with 7 to 10 years of service comprised 112 (27.05%). Respondents in the early-career range totaled 48 (11.59%) with 4 to 6 years of service and 70 (17.25%) with 1 to 3 years of service. Long-service career respondents are as follows: 16 to 20 years, totaling 62 (14.98%); 21 to 25 years, totaling 44 (10.63%); 26 to 29 years, totaling 23 (5.56%); and 30 years and more, totaling 9 (2.17%).

The results indicated that the teaching workforce was predominantly female and comprised early- to mid-career teachers with varying years of service. The final sample comprised 414 respondents, considered adequate for the planned mediation analysis and justified within the study's limitations. The participants were drawn from a population of public elementary school teachers from the selected Schools Division Offices in Region XI.

Respondents were selected from 10 of the Schools Division Offices in Region XI. Respondents were required to have at least 1 year of teaching service at the selected school at the time of the study. Teachers in private schools and at higher educational levels were excluded. Participation was voluntary, and respondents were informed of their rights and that they were free to withdraw from the study at any time without penalty or consequence.

2.2 Materials and Instruments

The study used four adapted and modified instruments to assess Professional Commitment, Family Partnership, Sense of Community, and Teacher Effectiveness. The original instruments were validated by their developers. The adapted instruments underwent local content validation and reliability testing before use in this study. The draft research instrument was assessed for validity by the researcher's adviser and five expert validators with relevant expertise in educational research and knowledge of the study variables. The instrument was rated 4.50 on a validity and readiness-for-use scale. The validators' suggestions were incorporated into the research instrument. A pilot test was administered to a sample of 30 teachers who were not part of the study sample, and instrument reliability was assessed using Cronbach's alpha.

The first section assessed Professional Commitment with an instrument based on and modified from Bagraim's (2003) Dimensions of Professional Commitment Scale. The instrument had 15 items and 3 dimensions: affective, continuance, and normative commitment, each with 5 items. The three dimensions measured different levels of commitment. The instrument showed good internal consistency with a Cronbach's alpha of 0.851.

The second section addressed Family Partnership using an instrument based on and modified from Aljohani (2022), developed from the parents' perspective. The 25-item adapted version had five sub-factors: parenting, communication, volunteering, learning at home, and decision-making. The items were adapted to the teachers' perspective and focused on their family practices and work. The instrument showed excellent internal consistency with a Cronbach's alpha of 0.964.

The third section assessed Sense of Community using an instrument based on and modified from Hensley (2021), which examined Sense of Community in Social Studies Virtual Professional Learning Communities. The instrument contained 19 items representing the four dimensions of the conceptual framework: needs fulfillment, membership, influence, and shared emotional connection. The instrument demonstrated excellent internal consistency, as evidenced by a Cronbach's alpha of 0.958. The last section measured teacher effectiveness using the TES developed by Prakash, Chandra, and Chandrashekar (2020) in their study, *Measuring Teacher Effectiveness: Development of a Shorter Version of TES*. The instrument in the present study contained 20 items on preparation and planning for teaching, classroom management, command of the subject, teacher traits, and interpersonal skills. Cronbach's alpha was 0.970 and 0.972 for standardized items. Hence, excellent internal consistency was achieved with the instrument. The reliability analysis confirmed that the adapted instruments could be used for the final administration to the 414 participants.

The same descriptive scale was used for the mean scores of the Sense of Community, Professional Commitment, Family Partnership, and Teacher Effectiveness indicators. Mean scores between 4.20 and 5.00 were categorized as Very High. They illustrated a very high level of the respective indicator. Mean scores ranging from 3.40 to 4.19 were categorized as High. They illustrated a high level of the respective indicator.

Mean scores between 2.60 and 3.39 were considered Moderate. They illustrated a moderate level of the respective indicator. Mean scores between 1.80 and 2.59 were categorized as Low. They illustrated a low level of the respective indicator. Lastly, mean scores ranging from 1.00 to 1.79 were categorized as Very Low. They illustrated a very low level of the respective indicator.

2.3. Design and Procedure

This study employed a quantitative, non-experimental correlational research design with a dual-mediation approach. Researchers use this approach to analyze the relationships that naturally occur between variables of interest and between independent and dependent variables, while accounting for multiple intervening variables (Creswell & Creswell, 2023). Double mediation is used when explaining an outcome requires several mediating variables and is useful for understanding the relationships (Hayes, 2022).

In the proposed parallel mediation model, the independent variable was Sense of Community, the dependent variable was Teacher Effectiveness, and the two parallel mediating variables were Professional Commitment and Family Partnership. The analysis examined the direct relationship between Sense of Community and Teacher Effectiveness, as well as the separate indirect relationships through Professional Commitment and Family Partnership when both mediators were analyzed together. This analysis enables the study to examine the unique mediating role of each variable, as well as the combined indirect effect, within the same model (Hayes, 2022; Miočević *et al.*, 2023). Thus, parallel mediation was appropriate for determining whether the relationship between Sense of Community and Teacher Effectiveness is mediated by Professional Commitment and/or Family Partnership.

To assess the direct and specific indirect effects and determine their significance, a mediation analysis was conducted using bootstrapping to estimate confidence intervals. A bootstrapping confidence interval that does not include zero denotes a significant mediation effect. Full mediation was assumed to hold if the indirect effect was significant, whereas the direct effect of Sense of Community on Teacher Effectiveness was not significant. Partial mediation was assumed when the indirect effect was significant, and the direct effect of Sense of Community on Teacher Effectiveness was also significant. No mediation was assumed to be present if the specific indirect effect was not significant, as demonstrated by a bootstrapping confidence interval that contains zero. The criteria were applied to the specific indirect paths for Professional Commitment and Family

Partnership, as well as to the combined indirect effect of the two parallel mediators. A systematic data collection approach was undertaken. Initially, the researcher sent a letter to the Regional Director of the Department of Education in Region XI seeking approval to conduct the study. Likewise, letters were sent to the ten division superintendents to seek approval to study the division teachers. Once approval was granted, the researcher conducted the study with the public elementary school teachers in Region XI from January 2025 to December 2025. The researcher personally visited each public elementary school to hand-deliver the survey to the respondents.

To analyze the study objectives, statistical techniques were applied as required. Levels of Sense of Community, Professional Commitment, Family Partnership, and Teacher Effectiveness were described using the mean and standard deviation (SD). The relationships among the study variables were examined using Pearson product-moment correlation (Pearson r). To analyze whether Sense of Community has a direct effect on Teacher Effectiveness and an indirect effect through Professional Commitment and Family Partnership, simultaneously and in parallel, a parallel mediation analysis was used. The mediation analysis used bootstrapped confidence intervals to assess the indirect effects.

One week after the questionnaires were distributed, they were retrieved to allow respondents time to complete the questionnaires and were found to be compliant. The completed questionnaires were checked, prepared for data entry and statistical analysis, and analyzed.

The study implemented the rules and regulations of the UMERC under Protocol/Certificate No. UMERC-2025-527. Before data collection, the respondents were provided with a full overview of the study and asked to sign a consent form. No one was forced to participate; refusal to participate and withdrawal from the study were permitted, and respondents were informed of their right to refuse and withdraw at any time without penalty. The respondents' information was kept confidential, and the data was analyzed solely for research purposes. In line with the Data Privacy Act of 2012, or Republic Act No. 10173, and UMERC regulations, data were secured and protected from unauthorized access; they were retained as required and destroyed as required. The researcher also acknowledged the sources of information and kept the roles of adviser and researcher separate, whilst stating any conflicts of interest.

3. Results and Discussion

This section establishes and clarifies the study findings based on data collected from public elementary school teachers in Region XI. The study findings are presented in accordance with the research objectives. Descriptive statistics concerning the Sense of Community, Professional Commitment, Family Partnership, and Teacher Effectiveness are reported. Significant relationships that exist among the variables are also documented. The combination of multiple indirect effects through parallel mediation was studied. The manuscript is structured as a discussion of each finding presented. This discussion includes a thorough examination of the interrelationships between the study variable findings and the supporting literature.

3.1 Sense of Community

The data showed that teachers reported a high overall sense of community, with a mean of $M = 4.13$ and an SD of 0.410. A mean of 4.17 indicates that the teachers felt supported and connected at school, and that their needs were met. Teachers felt their social and professional needs were met and reinforced by their school. Teachers also reported a high

mean of 4.06 for membership, but this was still in the lower range of the high category; therefore, some teachers may feel included but have a less strong sense of belonging.

Table 1: Sense of Community

Indicators	SD	Mean	Descriptive Equivalent
Reinforcement of Needs	0.594	4.17	High
Membership	0.467	4.06	High
Influence	0.488	4.13	High
Shared Emotional Connection	0.471	4.15	High
Overall	0.410	4.13	High

These results indicate that these schools provide venues where teachers feel appreciated and supported. This is critical in sustaining both teacher motivation and teacher engagement. The high score in reinforcement of needs indicates that teachers view their schools as responsive to their needs, thereby enhancing collaborative efforts and teaching. The relatively low membership score indicates that some teachers do not feel strongly connected to the school community. This underscores the necessity of developing collegiality in the workplace and implementing practices that support greater connectedness and a sense of membership among teachers within the school organization.

The results of the study corroborate the existing theory and literature. Donohoo *et al.* (2023) state that improved school and teacher performance is achieved when a strong sense of community is built, especially through collective teacher efficacy. Bergin *et al.* (2024) also identified a strong relationship between a strong school community and teacher collegiality, and between a positive disposition towards teaching and teaching effectiveness. Finally, Yang and Alitabar (2024) stated that connectedness and community among teachers enhance teaching effectiveness. All these studies support the findings of this study, which indicate that teaching is enhanced when teachers feel a strong sense of community and connectedness. The improvement of the sense of membership among teachers is, however, a work in progress.

3.2 Professional Commitment

The data indicate that the overall level of professional commitment among respondents is very high ($M = 4.23$, $SD = 0.35$), suggesting that teachers demonstrate a strong attachment to and identification with their profession. Among the indicators, the highest mean is observed in "I am proud to be in this profession", $M = 4.44$, reflecting a deep sense of pride and positive professional identity among teachers. On the other hand, the lowest mean is recorded in "I feel obligated to stay in this profession", $M = 3.86$, although it still falls within the high descriptive level. This indicates that while teachers are highly committed, their commitment is driven more by intrinsic motivation rather than a sense of obligation.

Table 2: Professional Commitment

Items	SD	Mean	Descriptive Equivalent
I have invested too much in the actuarial profession to consider changing careers now.	0.751	4.02	High
Changing my profession now would be difficult for me.	0.547	4.13	High
It would be costly for me to change my profession now.	0.535	4.08	High
Nothing prevents me from changing professions.	0.754	3.95	High
Changing professions now would require considerable personal sacrifice.	0.595	4.22	Very High
Being in this profession is important to self-image.	0.581	4.30	Very High
I am proud to be in this profession.	0.530	4.44	Very High
I like being in this profession.	0.554	4.39	Very High
I experience a sense of belonging in this profession.	0.613	4.36	Very High
I am enthusiastic about being in this profession.	0.540	4.35	Very High
I believe trained professionals should remain in their field for a reasonable time.	0.699	4.33	Very High
I feel obligated to stay in this profession.	0.857	3.86	High
I am responsible for continuing in this profession.	0.586	4.41	Very High
I would feel guilty if I left now.	0.638	4.17	High
My commitment to this profession is rooted in loyalty.	0.601	4.36	Very High
Overall	0.351	4.23	Very High

This shows teachers' engagement with their personal morals, feelings, and the joy that comes with being part of the teaching fraternity, rather than with any outside force or obligation. High levels of pride indicate that teachers believe the teaching profession is purposeful and rewarding, which, in turn, enhances their performance and determination. On the other hand, the relatively low score on obligation indicates that teachers do not feel bound to the profession; they remain in it because of their genuine involvement and loyalty. This kind of commitment is an asset, since teachers who are committed from within are the most likely to be enthusiastic, determined, and successful in their profession.

These results correlate well with the existing literature on the effect of affective commitment on performance. Affective commitment is the pride and sense of belonging one feels toward an organization. It is widely reported to be stronger than normative or continuance commitment. Bataineh *et al.* (2025) and Okayer (2023) report that emotionally committed teachers exhibit greater job satisfaction and effectiveness. Puri and Gakhar (2023) also reported that professional pride and intrinsic motivation influence teaching quality and teachers' commitment. The results of the current study corroborate this line of thinking, with personal fulfillment and professional commitment being the main drivers of high levels of teacher commitment and engagement.

3.3 Family Partnership

The findings reveal that the overall level of family partnership is very high ($M = 4.24$, $SD = 0.431$), indicating that schools actively engage families in various educational activities and decision-making processes. Among the indicators, the highest mean is observed for "Conducts a formal conference with every parent at least twice a year" ($M = 4.45$), suggesting that structured parent-teacher communication is strongly practiced. In contrast, the lowest mean is noted in "Schedules special virtual events at different times of the day and evening so that all families can attend", $M = 3.86$, although it still falls within the high level. This suggests that while family engagement is generally strong, flexibility in scheduling inclusive activities may require further attention.

These findings are consistent with Baxter's (2023) study, which found that continuous teacher-parent interactions support learning and achievement. Stoetzel (2025) also noted that developing learning partnerships between teachers and parents helps strengthen learning and achievement. The findings in this study align with those of these authors: while there is progress in developing family partnerships, more work is needed to improve family engagement in a flexible, accommodating, and inclusive manner.

Table 3: Family Partnership

Items	SD	Mean	Descriptive Equivalent
Offers virtual workshops/resources on child development.	0.586	4.25	Very High
Shares information with all families.	0.567	4.22	Very High
Provides clear and useful information supporting student success.	0.555	4.34	Very High
Offers flexible volunteer opportunities.	0.614	4.25	Very High
Schedules virtual events at varied times.	0.655	4.20	Very High
Provides communications in the language of the parents and provides interpreters and translators as needed.	0.671	4.21	Very High
Has clear two-way channels for communication from home to school and from school to home.	0.612	4.36	Very High
Conducts a formal conference with every parent at least twice a year.	0.571	4.45	Very High
Conducts a periodic survey for families to share information and concerns about student needs, reactions to school programs, and satisfaction.	0.652	4.30	Very High
Conducts an orientation for parents who are new to the school.	0.564	4.34	Very High
Conducts annual surveys to identify interests, talents, and availability of parent volunteers to match their skills and talents with school and classroom needs.	0.644	4.27	Very High
Provides a parent or family room for volunteers and family members to meet and work, and to access resources about parenting, tutoring, and related topics.	0.683	4.21	Very High
Creates flexible volunteering opportunities and schedules to enable employed parents to participate.	0.582	4.11	High
Schedules special virtual events at different times of the day and evening so that all families can attend.	0.777	3.86	High
Increases opportunities for parent volunteers by providing interpreters and translators, as needed.	0.666	4.01	High

Provides information to families on required skills in major subjects.	0.576	4.16	High
Provides specific information to parents on ways to assist students with skills they need to improve.	0.609	4.22	Very High
Asks parents to focus on reading, listen to children read, or read aloud with their child.	0.592	4.33	Very High
Assists families to help students set academic goals and select courses and programs.	0.651	4.26	Very High
Schedules regular interactive homework that requires students to demonstrate and discuss what they are learning with a family member.	0.742	4.24	Very High
Has an active PTA, PTO, or other parent organization	0.578	4.41	Very High
Includes parent representatives on the School Improvement Team and other committees	0.666	4.33	Very High
Has parents represented on district-level advisory council and committees	0.669	4.22	Very High
Involves parents in organized, ongoing, and timely ways in planning and improving school programs	0.624	4.31	Very High
Involves parents in reviewing school and district curricula	0.703	4.15	High
Overall	0.431	4.24	Very High

3.4 Teacher Effectiveness

Table 4 indicates that teachers demonstrated a very high level of effectiveness, with an overall mean of 4.38 and an SD of 0.427. Among the indicators, Classroom Management recorded the highest mean, 4.42, suggesting that teachers are particularly strong at maintaining an organized, conducive learning environment. On the other hand, Preparation and Planning for Teaching obtained the lowest mean, 4.33, although it still falls within the “very high” descriptive equivalent.

These results indicate that these schools provide venues where teachers feel appreciated and supported. This is critical in sustaining both teacher motivation and teacher engagement. The high score in reinforcement of needs indicates that teachers view their schools as responsive to their needs, thereby enhancing collaborative efforts and teaching. The relatively low membership score indicates that some teachers do not feel strongly connected to the school community. This underscores the necessity of developing collegiality in the workplace and implementing practices that support greater connectedness and a sense of membership among teachers within the school organization.

The results of the study corroborate the existing theory and literature. Donohoo *et al.* (2023) state that improved school and teacher performance is achieved when a strong sense of community is built, especially through collective teacher efficacy. Bergin *et al.* (2024) also identified a strong relationship between a strong school community and teacher collegiality, and between a positive disposition towards teaching and teaching effectiveness. Finally, Yang and Alitabar (2024) stated that connectedness and community among teachers enhance teaching effectiveness. All these studies support the findings of this study, which indicate that teaching is enhanced when teachers feel a

strong sense of community and connectedness. The improvement of the sense of membership among teachers is, however, a work in progress.

3.5 Correlation between Sense of Community and Professional Commitment

Table 5 shows a statistically significant positive relationship between Sense of Community and Professional Commitment, with an overall correlation coefficient of $r = 0.663$ ($p < .001$), indicating a moderately strong positive relationship. Among the dimensions of Sense of Community, Shared Emotional Connection had the highest correlation with Professional Commitment ($r = 0.613$), while Needs Fulfillment had the lowest ($r = 0.394$). Although the strength of the associations varied, all dimensions were significantly and positively associated with Professional Commitment.

The findings indicate that teachers' experiences of belonging, connection, membership, and shared experiences within their school community are associated with their level of Professional Commitment. The relatively stronger association with Shared Emotional Connection suggests that teachers who report stronger emotional connections within their school community also tend to report higher levels of Professional Commitment. Meanwhile, the significant relationship between Needs Fulfillment and Professional Commitment indicates that teachers' perceptions of having their needs addressed are likewise associated with their commitment to the profession. These results support the proposed relationship between Sense of Community and Professional Commitment without implying a causal relationship.

Table 5: Significance on the Relationship between
Sense of Community and Professional Commitment

Sense of Community	Professional Commitment Overall
Reinforcement of Needs	.394* (0.000)
Membership	.595* (0.000)
Influence	.592* (0.000)
Shared Emotional Connection	.613* (0.000)
Overall	.663* (0.000)

*Significant at 0.05 significance level.

The findings are consistent with Coleman's Social Capital Theory, which explains that trust, social relationships, shared norms, and cooperation within a community can strengthen social connections and collective engagement. In the school context, these relationships provide a basis for teachers' sense of belonging and collaboration, which are relevant to their commitment to the profession. The present finding of a significant positive relationship between Sense of Community and Professional Commitment is

therefore consistent with this theoretical perspective, as stronger community connections are associated with stronger professional commitment among teachers.

3.6 Correlation between Professional Commitment and Teacher Effectiveness

Table 6 indicates a statistically significant, strong positive relationship between Professional Commitment and Teacher Effectiveness, with an overall correlation coefficient of $r = 0.717$ and $p < .001$. Among the dimensions of Teacher Effectiveness, Knowledge of Subject Matter and Its Delivery had the highest correlation with Professional Commitment ($r = 0.699$), while Classroom Management had the lowest ($r = 0.602$). Nevertheless, all dimensions showed significant positive relationships with Professional Commitment, indicating that higher levels of Professional Commitment were associated with higher levels of Teacher Effectiveness across the measured domains.

Table 6: Significance on the Relationship between
Professional Commitment and Teacher Effectiveness

Professional Commitment	Teacher Effectiveness					Overall
	Preparation and Planning for Teaching	Classroom Management	Knowledge of Subject Matter and its Delivery	Teacher Characteristics	Interpersonal Relations	
Overall	.654* (0.000)	.602* (0.000)	.699* (0.000)	.638* (0.000)	.610* (0.000)	.717* (0.000)

*Significant at 0.05 significance level.

The results indicate that teachers' professional commitment is significantly associated with their teaching effectiveness. The relatively stronger relationship between Professional Commitment and Knowledge of Subject Matter and Its Delivery suggests that teachers with higher professional commitment also tend to report stronger effectiveness in demonstrating subject knowledge and delivering instruction. Similarly, the significant relationship with Classroom Management indicates that Professional Commitment is also associated with teachers' effectiveness in managing classroom processes. These findings support the proposed relationship between Professional Commitment and Teacher Effectiveness, while recognizing that the correlational design does not establish causality.

The findings are consistent with the studies discussed in the Introduction. Puri and Gakhar 2023 found that teachers with higher Professional Commitment demonstrated higher levels of Teacher Effectiveness. Singh and Garg 2025 reported that professionally committed teachers showed stronger professional self-efficacy, greater willingness to pursue professional development, and greater adoption of innovative teaching practices. These findings support the significant positive relationship between Professional Commitment and Teacher Effectiveness observed in the present study.

3.7 Correlation between Sense of Community and Family Partnership

Table 7 demonstrates a statistically significant, strong positive relationship between Sense of Community and Family Partnership, with an overall correlation coefficient of $r = 0.715$ and $p < .001$. Among the dimensions of Sense of Community, Membership had the highest correlation with Family Partnership ($r = 0.594$). Needs Fulfillment, Influence, and Shared Emotional Connection each recorded a correlation of $r = 0.577$. Although the strength of the relationships varied slightly, all dimensions were significantly and positively associated with Family Partnership.

Table 7: Significance on the Relationship between Sense of Community and Family Partnership

Sense of Community	Family Partnership Overall
Reinforcement of Needs	.577* (0.000)
Membership	.594* (0.000)
Influence	.577* (0.000)
Shared Emotional Connection	.577* (0.000)
Overall	.715* (0.000)

*Significant at the 0.05 significance level.

The findings indicate that teachers who report stronger experiences of belonging, inclusion, connection, and participation within their school community also tend to report stronger Family Partnership. The relatively stronger association between Membership and Family Partnership suggests that teachers' sense of belonging within the school community is particularly associated with their engagement in school-family partnership practices. The significant relationships across all dimensions further indicate that Family Partnership is associated with multiple aspects of teachers' Sense of Community. These findings describe significant relationships among the variables and do not establish causal effects.

The findings are consistent with the related literature discussed in the Introduction, particularly the studies emphasizing collaboration, connectedness, and school-family relationships. Krijnen *et al.* (2022) highlighted the importance of developing shared visions between parents and professionals within professional learning communities, supporting the relevance of collaborative relationships in educational settings. This study provides support for the significant positive relationship between Sense of Community and Family Partnership found in the present study.

3.8 Correlation between Family Partnership and Teacher Effectiveness

Table 8 indicates a statistically significant, strong positive relationship between Family Partnership and Teacher Effectiveness, with an overall correlation coefficient of $r = 0.624$

and $p < .001$. Among the dimensions of Teacher Effectiveness, Preparation and Planning for Teaching had the highest correlation with Family Partnership ($r = 0.664$), while Interpersonal Relations had the lowest ($r = 0.493$). Nevertheless, all dimensions were significantly and positively associated with Family Partnership.

Table 8: Significance on the Relationship Family Partnership and Teacher Effectiveness

Family Partnership	Teacher Effectiveness					Overall
	Preparation and Planning for Teaching	Classroom Management	Knowledge of Subject Matter and its Delivery	Teacher Characteristics	Interpersonal Relations	
Overall	.664* (0.000)	.496* (0.000)	.618* (0.000)	.525* (0.000)	.493* (0.000)	.624* (0.000)

*Significant at the 0.05 significance level.

The findings indicate that teachers who report stronger Family Partnership also tend to report higher levels of Teacher Effectiveness. The relatively stronger relationship between Family Partnership and Preparation and Planning for Teaching suggests that teachers' engagement with families is associated with their effectiveness in preparing and organizing instruction. The significant relationship with Interpersonal Relations likewise indicates that Family Partnership is associated with teachers' effectiveness in maintaining positive relationships with learners. These findings support the proposed relationship between Family Partnership and Teacher Effectiveness, without implying a causal relationship.

The findings are consistent with Krijnen *et al.* (2022), whose work emphasizes the importance of school–family collaboration in supporting educational processes and learner development. Their findings highlight the relevance of meaningful family involvement and collaborative relationships between schools and families, which are consistent with the present finding that Family Partnership was significantly and positively associated with Teacher Effectiveness. This result supports the observed relationship between the two variables without implying a causal relationship.

3.9 Correlation between Sense of Community and Teacher Effectiveness

The results indicate a statistically significant positive relationship between Sense of Community and Teacher Effectiveness, with an overall correlation coefficient of $r = 0.568$ and $p < .001$. Among the dimensions of Sense of Community, Shared Emotional Connection had the highest correlation with Teacher Effectiveness ($r = 0.575$), while Needs Fulfillment had the lowest ($r = 0.289$). Although the strength of the relationships varied, all dimensions were significantly and positively associated with Teacher Effectiveness.

The findings indicate that teachers who report stronger experiences of belonging, connection, membership, and needs fulfillment within their school community also tend to report higher levels of Teacher Effectiveness. The relatively stronger association

between Shared Emotional Connection and Teacher Effectiveness suggests that teachers' emotional connection within the school community is closely linked to their reported effectiveness. Meanwhile, the significant relationship between Needs Fulfillment and Teacher Effectiveness indicates that this dimension is also associated with teacher effectiveness, although at a lower level.

Table 9: Significance on the Relationship between
Sense of Community and Teacher Effectiveness

Sense of Community	Teacher Effectiveness					Overall
	Preparation and Planning for Teaching	Classroom Management	Knowledge of Subject Matter and its Delivery	Teacher Characteristics	Interpersonal Relations	
Reinforcement of Needs	.460* (0.000)	.288* (0.000)	.215* (0.000)	.190* (0.000)	.161* (0.000)	.289* (0.000)
Membership	.464* (0.000)	.429* (0.000)	.425* (0.000)	.441* (0.000)	.403* (0.000)	.482* (0.000)
Influence	.460* (0.000)	.448* (0.000)	.504* (0.000)	.530* (0.000)	.482* (0.000)	.541* (0.000)
Shared Emotional Connection	.545* (0.000)	.534* (0.000)	.499* (0.000)	.518* (0.000)	.485* (0.000)	.575* (0.000)
Overall	.592* (0.000)	.513* (0.000)	.493* (0.000)	.502* (0.000)	.456* (0.000)	.568* (0.000)

*Significant at the 0.05 significance level.

The findings are consistent with Herrera-Espinoza *et al.* (2024), who emphasized that teachers' motivation and effectiveness can be influenced by the relationships and experiences they share within the school. This perspective is consistent with the present finding that Sense of Community was significantly and positively associated with Teacher Effectiveness. The result supports the proposed relationship between the two variables, while recognizing that the correlational design does not establish causality.

3.10 Mediating Effect: Path Analysis

Table 10 shows that Sense of Community had statistically significant positive relationships with Professional Commitment and Family Partnership. The relationship between Sense of Community and Professional Commitment was significant, with a standardized path coefficient (β) of 0.663 and $p < .001$. Likewise, Sense of Community had a significant positive relationship with Family Partnership, with $\beta = 0.715$ and $p < .001$. These findings indicate that higher levels of Sense of Community were associated with higher levels of Professional Commitment and Family Partnership.

Table 10: Mediating Effect: Path Analysis

Path	Estimates		SE	C.R.	P
	Unstandardized	Standardized			
SC → PC	.568	.663	.032	18.019	***
SC → FP	.751	.715	.036	20.796	***
PC → TE	.638	.537	.054	11.888	***
SC → TE	.062	.061	.058	1.064	.287
FP → TE	.224	.231	.047	4.783	***

The results further show that Professional Commitment and Family Partnership had statistically significant positive relationships with Teacher Effectiveness. Professional commitment had a standardized path coefficient of $\beta = 0.537$ ($p < .001$), while Family Partnership had $\beta = 0.231$ ($p < .001$). These findings indicate that higher levels of Professional Commitment and Family Partnership were associated with higher levels of Teacher Effectiveness. The results support the proposed paths from the two mediating variables to Teacher Effectiveness, but do not imply causal relationships.

In contrast, the direct relationship between Sense of Community and Teacher Effectiveness was not statistically significant, with a standardized path coefficient (β) of 0.061 and $p = .287$. Thus, the results in Table 10 support the proposed relationships of Sense of Community with the two mediators and of both mediators with Teacher Effectiveness, while the direct path from Sense of Community to Teacher Effectiveness was not supported. These path results provide the basis for examining the specific and combined indirect effects of Professional Commitment and Family Partnership in the mediation analysis.

Table 11 shows that the total effect of Sense of Community on Teacher Effectiveness was statistically significant, with an unstandardized coefficient (b) of 0.5921 and a 95% confidence interval from 0.5091 to 0.6751. In contrast, the direct effect was not statistically significant, with $b = 0.0616$ and a 95% confidence interval from -0.0419 to 0.1650. Because the confidence interval includes zero, the direct effect is not supported.

Table 11: Total, Direct, and Indirect Effects

Effect	95 % CI		
	b	Lower	Upper
Total	.5921	.5091	.6751
Direct	.0616	-.0419	.1650
Indirect (mediation)	.1941	.0423	.3514

The combined indirect effect of Sense of Community on Teacher Effectiveness through Professional Commitment and Family Partnership was statistically significant, with $b = 0.1941$ and a 95% confidence interval from 0.0423 to 0.3514. Since the confidence interval does not include zero, the combined indirect effect is supported. This finding indicates that Professional Commitment and Family Partnership, when considered together as parallel mediators, account for a significant indirect pathway between Sense of Community and Teacher Effectiveness. However, the available results do not provide the

specific indirect effects and bootstrapped confidence intervals for Professional Commitment and Family Partnership separately. Therefore, the findings cannot be used to claim full mediation for either mediator individually.

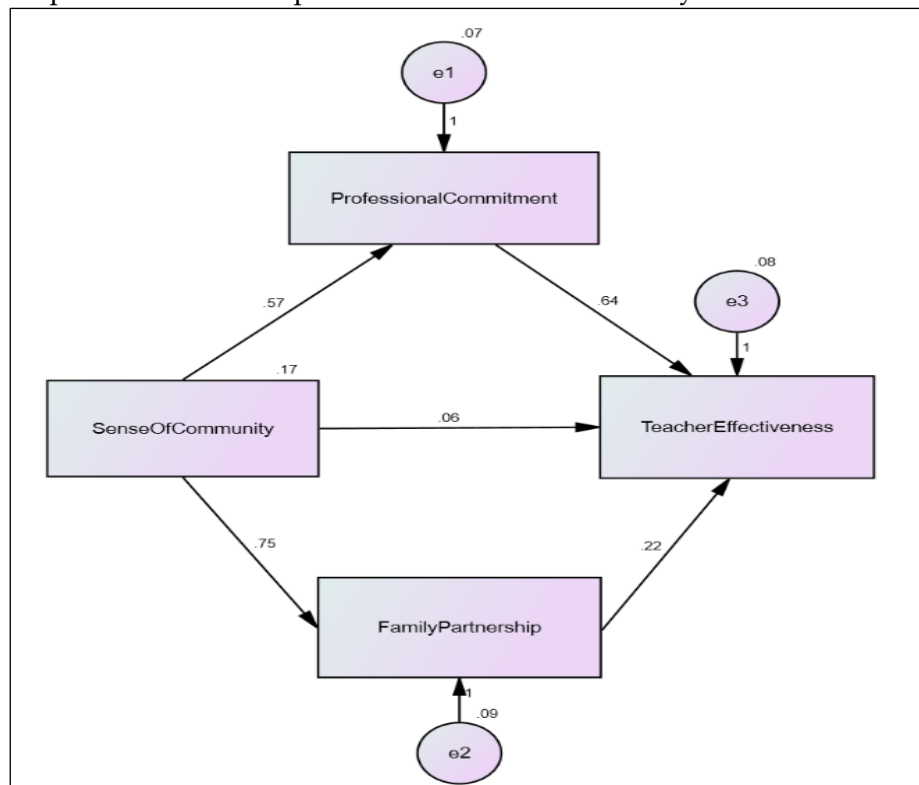
Overall, the results support a significant combined mediating effect of Professional Commitment and Family Partnership in the relationship between Sense of Community and Teacher Effectiveness. The significant total effect, the nonsignificant direct effect, and the significant combined indirect effect indicate that the relationship is mediated primarily by the pathway included in the model. The finding should be interpreted as an indirect relationship rather than a causal effect, consistent with the non-experimental design.

Figure 2 presents the parallel mediation model using standardized path coefficients. Sense of Community has a standardized path coefficient of $\beta = 0.663$ with Professional Commitment and $\beta = 0.715$ with Family Partnership. Professional commitment has a standardized path coefficient of $\beta = 0.537$ with Teacher Effectiveness, while Family Partnership has $\beta = 0.231$. The direct path from Sense of Community to Teacher Effectiveness has $\beta = 0.061$.

The pattern of relationships supports a parallel mediation structure, in which Sense of Community is associated with Professional Commitment and Family Partnership, and each mediator is associated with Teacher Effectiveness. The significant paths from Sense of Community to both mediators and from each mediator to Teacher Effectiveness support the indirect pathways. In contrast, the direct path from Sense of Community to Teacher Effectiveness is not statistically significant. These findings suggest that the relationship between Sense of Community and Teacher Effectiveness is mediated by pathways involving Professional Commitment and Family Partnership, without implying causal effects.

Zhang *et al.* (2023) examined mediation models in the context of teacher performance, highlighting the relevance of mediating mechanisms in explaining relationships among school-related and teacher-related variables. Zhu *et al.* (2022) likewise emphasized the importance of teacher community, collaboration, and professional development in understanding teachers' professional experiences. These studies provide support for examining Professional Commitment and Family Partnership as parallel mediating variables in the relationship between Sense of Community and Teacher Effectiveness. The present study extends this line of inquiry by examining the two mediators simultaneously within a single parallel mediation model.

Figure 2: The combined mediating effects of professional commitment and family partnership in the relationship between sense of community and teacher effectiveness



Note: IV- Sense of Community; V- Teacher Effectiveness; MV1- Professional Commitment; MV2- Family Partnership

4. Conclusion and Recommendation

The study found that teachers demonstrated high to very high levels across the major study variables. Overall, Teacher Effectiveness was the highest of the variables. Classroom Management had the highest mean, and dimensions of Preparation and Planning for Teaching had the lowest mean of the variables. The variables of Sense of Community, Professional Commitment, and Family Partnership were also rated favorably. The correlation results showed significant positive relationships among Sense of Community, Professional Commitment, Family Partnership, and Teacher Effectiveness. Professional Commitment and Family Partnership also showed a significant positive relationship with Teacher Effectiveness. The path analysis showed that the relationships between Sense of Community and Professional Commitment and Family Partnership, and between each mediator and Teacher Effectiveness, were all significant. The path from Sense of Community to Teacher Effectiveness was not significant. The mediation analysis showed a significant combined indirect effect for Professional Commitment and Family Partnership.

The results of this study are explained by the theories included in the Introduction. Regarding teachers' beliefs and their relationship to effective professional functioning, Bandura's Self-Efficacy Theory is applicable. Coleman's Social Capital Theory articulates

the value of social relationships and connectedness within the school community. Meyer and Allen's Three-Component Theory and Epstein's School-Family-Community Partnership Theory are also applicable. In sum, these theories appear to support the relationships among Sense of Community, Professional Commitment, Family Partnership, and Teacher Effectiveness.

The results of this study generally confirm the proposed parallel mediation model, with Sense of Community as the independent variable, Professional Commitment and Family Partnership as the mediating variables, and Teacher Effectiveness as the dependent variable. Given the significant combined indirect effect, the relationship between Sense of Community and Teacher Effectiveness is mediated by Professional Commitment and Family Partnership. However, because the analysis reports only the combined indirect effect and does not decompose the specific indirect effects of each mediating variable, it is necessary to limit the conclusion to the combined mediating effect and avoid stating full mediation for either mediating variable individually.

Given that Preparation and Planning for Teaching had the lowest average among all dimensions of Teacher Effectiveness, school directors should focus on this dimension. This may be accomplished by offering ongoing professional development, e.g., through Lesson Planning Workshops, Creating a Learning Community, or Mentoring. In addition, the school directors need to provide teachers with time, materials, and support to prepare their lectures. Similarly, school directors may improve the Professional Commitment of teachers by offering Recognition and providing and organizing Teaching Roles.

To strengthen the quality of their practice, teachers need to reflect on their teaching constantly, especially while planning. In addition, teachers need to use inclusive teaching methods and support learners and other members of the school community.

For stakeholders such as families and community members, schools should design

Family Partnership opportunities that are as flexible and convenient as possible. The special virtual meetings item, which earned the lowest score, suggests schools consider offering more flexible scheduling options, such as hybrid meetings, recorded meetings, or orientations, as well as additional communication options. Regular outreach and formalized feedback mechanisms, along with a more consistent offering of school and community service activities, provide additional ways for families to engage with and support students' education.

For DepEd and education policymakers, sustained support for Family Partnership, Teacher Effectiveness, and Professional Commitment should be prioritized in program and policy development. In particular, enhancements to professional support for teachers and the flexibility of family partnerships should be the focal points of new initiatives. Based on current studies, future researchers are well positioned to examine other, more varied and complex factors of teacher effectiveness, such as leadership, school climates, or even the design of the school as an organization, using a variety of research methods.

Acknowledgements

The researcher extends her sincere gratitude and heartfelt appreciation to everyone who contributed to the successful completion of this dissertation.

She is deeply grateful to Dr. Eugenio S. Guhao Jr., Dean of the Professional School and her dissertation adviser, for his guidance, encouragement, and valuable insights throughout the research process. She also expresses her appreciation to the validators—Dr. Elizabeth Malonzo, PhD, EdD; Dr. Elleine Rose A. Oliva, EdD; Dr. Gina Fe Israel, EdD; and Dr. Hilda Opeña, EdD—for their valuable suggestions and contributions to the research instrument.

She gratefully acknowledges the DepEd Region XI officials and research respondents for their time, cooperation, and valuable insights. Her heartfelt thanks also go to her beloved husband, Elbest, for his love, patience, encouragement, financial support, and unwavering belief in her, and to her beloved son, Luke, whose love and presence continue to inspire her to persevere.

Above all, she offers her deepest thanks to the Father Almighty for His wisdom, guidance, strength, blessings, and grace throughout her academic journey. Through His guidance and provision, the completion of this dissertation became possible.

Creative Commons License Statement

This research work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc-nd/4.0>. To view the complete legal code, visit <https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode.en>. Under the terms of this license, members of the community may copy, distribute, and transmit the article, provided that proper, prominent, and unambiguous attribution is given to the authors, and the material is not used for commercial purposes or modified in any way. Reuse is only allowed under the terms of the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Eugenio S. Guhao, Jr., DM, is currently an Executive Vice President for Academic Affairs, Dean of the Professional Schools, and a Chief Academic Officer of the University of Mindanao, Davao City, Philippines.

Melody L. Taping is a Teacher III at Salvacion Elementary School, Salvacion, Monkayo, Davao de Oro, Philippines. She is a candidate for a Doctor of Education, major in Educational Management.

References

- An, S., & Tao, S. (2024). English as a foreign language teachers' burnout: The predictor powers of self-efficacy and well-being. *Acta Psychologica*, 245. <https://doi.org/10.1016/j.actpsy.2024.104226>
- Bandura, A. (1977). *Social learning theory*. Prentice Hall. Retrieved from <https://psycnet.apa.org/record/1979-05015-000>
- Baxter, J. A. (2023). Family-school partnerships: A systematic review of the literature. *Educational Review*, 75(4), 675–696. <https://doi.org/10.1080/00131911.2022.2034735>
- Bergin, C., Tsai, C. L., Prewett, S., Jones, E., Bergin, D. A., & Murphy, B. (2024). Effectiveness of a social-emotional learning program for both teachers and students. *AERA Open*, 10. <https://www.proquest.com/openview/28486ec71d41ec28783f377f39ca2063/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Christensen, A. A., & Jerrim, J. (2025). Professional learning communities and teacher outcomes. A cross-national analysis. *Teaching and Teacher Education*, 156. <https://www.sciencedirect.com/science/article/pii/S0742051X24004530>
- Coleman, J. S. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, 94, S95–S120. <https://doi.org/10.1086/228943>
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications. Retrieved from https://books.google.ro/books/about/Research_Design.html?id=b9tFzwEACAAJ&redir_esc=y
- Donohoo, J., Hattie, J., & Eells, R. (2023). *Collective teacher efficacy: Developing confident and successful teachers* (2nd ed.). Corwin.
- Epstein, J. L. (1987). *Toward a theory of family-school connections: Teacher practices and parent involvement*. In K. Hurrelmann, F. Kaufmann, & F. Lösel (Eds.), *Social intervention: Potential and constraints* (pp. 121–136). Walter de Gruyter. Retrieved from <https://psycnet.apa.org/record/1987-98818-008>
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2022). *A primer on partial least squares structural equation modeling (PLS-SEM)* (3rd ed.). SAGE Publications. Retrieved from https://books.google.ro/books/about/A_Primer_on_Partial_Least_Squares_Struct.html?hl=id&id=6z83EAAAQBAJ&redir_esc=y
- Hayes, A. F. (2022). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach* (3rd ed.). Guilford Press. Retrieved from https://books.google.ro/books/about/Introduction_to_Mediation_Moderation_and.html?id=MglQEAAAQBAJ&redir_esc=y
- Herrera-Espinoza, K., Gonzales-Saavedra, F., Pantigoso-Leython, N., Valverde-Alva, W., Colina-Ysea, F., Chavez-Ojeda, M., ... & Terrones-Rodríguez, E. (2024, December). Teachers' professional identity: a multifactorial study in basic education

- institutions in metropolitan Lima. *Frontiers in Education*, Vol. 9. <https://doi.org/10.3389/educ.2024.1456759>
- John P. Meyer, J. P., & Natalie J. Allen, N. J. (2022). *Commitment in the workplace: Theory, research, and application (updated ed.)*. SAGE Publications. Retrieved from [https://books.google.ro/books/about/Commitment in the Workplace.html?id=W PQoCgAAQBAJ&redir_esc=y](https://books.google.ro/books/about/Commitment_in_the_Workplace.html?id=W PQoCgAAQBAJ&redir_esc=y)
- Kline, R. B. (2023). *Principles and practice of structural equation modeling (5th ed.)*. Guilford Press. Retrieved from [https://books.google.ro/books/about/Principles and Practice of Structural Eq.h tml?id=Y1i5EAAAQBAJ&redir_esc=y](https://books.google.ro/books/about/Principles_and_Practice_of_Structural_Eq.h tml?id=Y1i5EAAAQBAJ&redir_esc=y)
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), pp. 61–89. [https://doi.org/10.1016/1053-4822\(91\)90011-Z](https://doi.org/10.1016/1053-4822(91)90011-Z)
- Prakash, C., Chandra, S., & Chandrashekar, H. (2020). Measuring teacher effectiveness: Development of a shorter version of Teacher Effectiveness Scale. *International Journal of Education, Modern Management, Applied Science & Social Science*, 2(3), 58–63.
- Puri, S., & Gakhar, S. (2023). Professional commitment and teacher effectiveness among secondary school teachers. *Journal of Educational Research and Policies*, 5(2), pp. 45–56.
- Richard DuFour, R., Rebecca DuFour, R., Eaker, R., Many, T., & Mattos, M. (2021). *Learning by doing: A handbook for professional learning communities at work (3rd ed.)*. Solution Tree Press. Retrieved from [https://books.google.ro/books/about/Learning by Doing.html?id=K8quDAEAC AAJ&redir_esc=y](https://books.google.ro/books/about/Learning_by_Doing.html?id=K8quDAEAC AAJ&redir_esc=y)
- Singh, P., & Garg, N. (2025). *Fostering Intrinsic Motivation Among Primary School Teachers*. In *Handbook of Positive Psychology and Indian Thought Systems: Transforming Education for Well-being and Happiness* (pp. 363-372). Singapore: Springer Nature Singapore. https://link.springer.com/chapter/10.1007/978-981-96-4210-6_25
- Stoetzel, L. (2025). Family–teacher communication and effective school partnerships: A review of current practices. *School Community Journal*, 35(1), pp. 85–108.
- To, K. H., Yin, H., Tam, W. W. Y., & Keung, C. P. C. (2023). Principal leadership practices, professional learning communities, and teacher commitment in Hong Kong kindergartens: A multilevel SEM analysis. *Educational Management Administration & Leadership*, 51(4), 889-911. <https://doi.org/10.1177/17411432211015227>
- Yang, J., & Alitabar, S. H. S. (2024). The Effects of School Size on Student Participation and Sense of Community. *Iranian Journal of Educational Sociology*, 7(1), pp. 205-211. <https://doi.org/10.61838/kman.ijes.7.1.20>
- Zhou, S., Slempe, G. R., & Vella-Brodrick, D. A. (2024). Factors associated with teacher wellbeing: A meta-analysis. *Educational Psychology Review*, 36, p. 63. <https://doi.org/10.1007/s10648-024-09886-x>