

The Influence of Competencies, Motivation, And Commitment on Teacher's Performance Towards a Causal Model for Quality Teaching

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Abstract: This research inspects the intricate relationships amongst teacher competencies, motivation, commitment, and their collective and individual impacts on teacher performance and consequent quality teaching. Employing a mixed-methods research design, the study intertwines quantitative and qualitative analyses, providing a comprehensive exploration of the proposed causal model which posits competencies, motivation, and commitment as pivotal predictors of teacher performance and, in turn, quality teaching. The quantitative strand utilized self-report questionnaires and institutional data, subjected to statistical analyses including regression and Structural Equation Modeling (SEM), while the qualitative strand delved into the lived experiences and perspectives of teachers through interviews and focus group discussions. The findings unveil a nuanced narrative, substantiating certain pathways within the proposed model while also proffering reflections and insights for further exploration and practical implications. Through the empirical lens, the study underscores the pivotal role of recognizing, understanding, and nurturing teacher competencies, motivation, and commitment in fostering environments conducive to quality teaching and optimal learning. This research, thereby, bridges theoretical underpinnings, empirical findings, and practical implications, contributing to the academic and pragmatic dialogues within educational contexts.

Keywords: Teacher Competencies, Motivation, Commitment, Teacher Performance, Quality Teaching, Mixed-Methods Research, Educational Environments, Structural Equation Modeling, Teacher Development, Professional Engagement.

1. Introduction

In an era where the essence of quality education is more palpable than ever, teachers stand at the forefront, becoming pivotal contributors to molding future generations. The nexus between teacher performance and educational quality has been unequivocally recognized, albeit, unraveling the factors that sculpt a teacher's effectiveness in the classroom remains an exploratory journey demanding intricate investigation. The foundation of this study emanates from a profound necessity to illuminate how competencies, motivation, and commitment independently and interdependently act as catalysts or inhibitors to a teacher's performance, thus indirectly sculpting the qualitative dimensions of teaching. Rooted within the variables of competencies, the study aspires to navigate through the corridors of the teacher's theoretical knowledge, practical application skills, and adaptive capabilities in the learning environment. Simultaneously, peeling through the layers of motivation, it intends to decipher how intrinsic and extrinsic motivators construct a teacher's enthusiasm, persistence, and innovation in pedagogical practices. Commitment, as another focal point, will be dissected to fathom how allegiance and steadfastness to the profession play a consequential role in shaping teaching methodologies and student-teacher interactions. This exploration envelops the significance of understanding how these variables not only affect the tangible performance of teachers but also cascade towards influencing a conceptual model for quality teaching [1].

While establishing a roadmap to navigate through this research, the primary objectives are succinctly two-fold. Firstly, the study endeavors to forge a robust connection between the theoretical underpinnings and empirical

manifestations of the selected variables – competencies, motivation, and commitment – illuminating their tangible impacts on teacher performance. By meticulously analyzing various dimensions of these variables and their observable influences on teaching methodologies, student engagement, and learning outcomes, a comprehensive depiction of their real-world implications will be formulated. Secondly, the study strives to craft a causal model that meticulously illustrates how the synergetic and antagonistic interactions amongst competencies, motivation, and commitment can be strategically modeled to enhance the quality of teaching. This encapsulates developing a framework that not only recognizes but also pragmatically applies the research findings, acting as a versatile tool for educators, policymakers, and academicians to harness optimized strategies for elevating educational quality through enhanced teacher performance. Thus, this research not only illuminates the path towards understanding the intricate web woven by competencies, motivation, and commitment in shaping teacher performance but also strides towards creating an empirical bridge that links these variables to a pragmatic model for quality teaching [2].

Delving into the significance of this investigation reveals a multifaceted impact, bridging theoretical knowledge with practical applications in the educational field. Understanding the correlations and causal relationships between teacher competencies, motivation, and commitment with respect to performance brings to light crucial insights into how these variables fortify or potentially undermine the quality of teaching and, indirectly, student outcomes. This study not only underscores the intrinsic and instrumental value of nurturing teacher competencies, motivation, and commitment for educational institutions but also aids in tailoring more

informed, research-backed policy-making and professional development programs. By providing a causal model that intricately links these aspects with the quality of teaching, the research extends a framework that potentially guides educational stakeholders - from school leaders to policymakers - in designing and implementing strategic interventions and initiatives that enhance teaching quality, thereby uplifting the overall educational experiences and outcomes for students. Furthermore, with global education undergoing dynamic shifts and encountering unprecedented challenges, particularly in the wake of technological advancements and the pandemic, this research contributes by offering a nuanced understanding that aids in reshaping and refining contemporary teaching models and practices in accordance with the elucidated factors [3].

Embarking upon this research journey, it's imperative to delineate the boundaries and acknowledge the constraints inherent within the study. The scope of this investigation primarily envelops exploring the interplay between teacher competencies, motivation, commitment, and performance, thus providing a structured narrative for understanding and potentially enhancing the quality of teaching through these variables. While it seeks to cast light upon the generalizable aspects of these relationships, the study is constricted by certain limitations. Firstly, the complexity and multifaceted nature of teaching quality and performance, coupled with the myriad of factors influencing them, necessitates a focal limitation to primarily exploring the variables of competencies, motivation, and commitment, potentially omitting other significant variables. Secondly, the study might be restricted by the demographic and geographic characteristics of the sampled population, which may influence the extrapolation of the findings to varied cultural, socio-economic, and institutional contexts. Furthermore, potential biases, data collection constraints, and the dynamic, ever-evolving nature of educational settings and policies may also pose challenges to the comprehensive applicability and longitudinal validity of the developed causal model. Thus, while this study endeavors to present a meticulously researched and insightful exploration into the themes, it concurrently invites future research to augment, challenge, and refine the findings within varied and expanded contexts, thereby enriching the tapestry of knowledge and application in the domain of quality teaching.

2. Theoretical Framework

2.1. Definition and Importance of Quality Teaching

Quality teaching unfolds as a multidimensional construct, embodying both tangible and intangible elements that interweave to create conducive learning environments, stimulate student learning, and foster holistic development. Defining quality teaching encompasses acknowledging its divergent aspects, such as the implementation of effective pedagogical strategies, fostering of inclusive and supportive classroom environments, engagement in continuous professional development, and the ability to facilitate student outcomes that go beyond mere academic achievements, extending into social, emotional, and ethical realms. The pertinence of quality teaching burgeons from its profound impact on student learning experiences and outcomes. A teacher's capability to amalgamate knowledge dissemination with the fostering of critical thinking, creativity, and socio-

emotional development in students fundamentally shapes their academic trajectory and lifelong learning patterns. Moreover, quality teaching is instrumental in mitigating educational disparities, championing inclusivity, and crafting a generation that is aptly equipped with the knowledge, skills, and dispositions to navigate through the complexities of the contemporary world.

2.2. Competencies in Teaching

Engraving a deeper understanding, competencies in teaching amalgamate a spectrum of skills, knowledge, and attitudes that teachers employ to create effective and impactful learning experiences. In the context of this research, competencies are visualized through three pivotal lenses: knowledge competency, skills competency, and emotional competency. Knowledge competency encapsulates a teacher's mastery over subject matter, pedagogical theories, and understanding of varied learning needs and styles, anchoring the ability to curate and deliver content that is both accurate and relatable to students. Skills competency revolves around the practical application of theoretical knowledge into actionable teaching methodologies, encompassing lesson planning, instructional delivery, classroom management, and assessment strategies, all of which directly impact the efficacy of teaching and learning processes. Emotional competency, albeit often underemphasized, plays a vital role, bridging the cognitive and practical aspects of teaching with the socio-emotional dimensions. It involves the teacher's ability to foster positive, respectful, and supportive relationships with and among students, navigate through the emotional landscape of the classroom, and leverage emotional intelligence to enhance teaching effectiveness and student well-being. In consolidating the understanding of competencies, this research endeavors to elucidate how these aspects not only individually but synergistically influence teaching performance and indirectly sculpt the quality of teaching and learning within educational environments [4].

2.3. The Role of Motivation in Teaching Performance

Peeling back the layers of motivation unveils a rich tapestry that intricately intertwines with teaching performance, acting both as a catalyst and sustainer of effective educational practices. Motivation within the teaching realm encapsulates a teacher's intrinsic and extrinsic drivers that fuel engagement, persistence, and innovation within their professional practice. Intrinsic motivation, emanating from an internal desire to contribute positively to student outcomes, to grow professionally, and to navigate challenges with resilience, forms the bedrock upon which sustained teaching effectiveness is often built. This inner drive is frequently linked with enhanced student engagement, innovative pedagogical strategies, and a willingness to engage in continuous professional development. Extrinsic motivation, on the other hand, encompasses external rewards and recognitions, such as salary, promotions, and accolades, which can significantly influence a teacher's willingness to invest effort and demonstrate perseverance in their role. This study endeavors to unravel the nuanced ways in which intrinsic and extrinsic motivation interplay to shape teaching performance, impacting aspects such as lesson delivery, student interaction, and professional growth, thereby subtly crafting the underpinnings of quality teaching.

2.4. Commitment and Its Implication in the Teaching Profession

Navigating through the realm of commitment brings forth an understanding of its pivotal role in stabilizing and enhancing the teaching profession. Commitment in this context refers to a teacher's dedication, loyalty, and persistent engagement with their professional roles and responsibilities, transcending beyond mere occupational requirements to embody a deeper, holistic engagement with the educational community. It implicates a willingness to invest cognitively, emotionally, and physically into the teaching-learning process, often extending into aspects such as student mentorship, collaborative engagement with colleagues, and active participation in school initiatives. Commitment cascades to influence various facets of teaching practices and professional interactions, significantly impacting student outcomes, collegial relationships, and the overall school climate. Moreover, a committed teacher frequently becomes a repository of stability, reliability, and continuous growth within the educational setting, often contributing towards establishing a conducive learning environment and fostering a culture of collective efficacy among peers. Thus, by dissecting the nuances of commitment and its multifaceted implications, this study seeks to illuminate how it acts as a significant variable influencing teacher performance and thereby, subtly weaving through the fabric of quality teaching [5].

3. Conceptual Framework

3.1. Development of Hypotheses

The conceptual framework serves as the spine of the research, meticulously intertwining theoretical foundations with empirical exploration and ensuring the study is scaffolded upon robust, rational, and research-backed constructs. The development of hypotheses within this framework is essentially woven from the threads of the aforementioned theoretical explorations and aims to empirically investigate the predictive and relational validity of the variables: competencies, motivation, and commitment, with respect to teacher performance and, indirectly, quality teaching [6].

Hypothesis 1 (H1): Teacher Competencies and Performance

H1a: Higher levels of knowledge competency in teachers positively predict enhanced teaching performance.

H1b: Enhanced skills competency in teachers is positively correlated with superior teaching performance.

H1c: Elevated emotional competency in teachers positively influences teaching performance.

Hypothesis 2 (H2): Teacher Motivation and Performance

H2a: Higher levels of intrinsic motivation in teachers are positively correlated with improved teaching performance.

H2b: Extrinsic motivation in teachers has a positive relationship with teaching performance.

Hypothesis 3 (H3): Teacher Commitment and Performance

H3: Elevated levels of teacher commitment will predict enhanced teaching performance.

Hypothesis 4 (H4): Interplay among Competencies, Motivation, and Commitment

H4a: Teacher competencies, motivation, and commitment collectively predict teaching performance.

H4b: The interaction among competencies, motivation, and

commitment influences the relationship between teacher performance and quality teaching.

Hypothesis 5 (H5): Teacher's Performance and Quality Teaching

H5: Enhanced teacher performance, influenced by competencies, motivation, and commitment, positively predicts quality teaching.

These hypotheses intend to empirically navigate through the relationships and impacts of the defined variables, scrutinizing their individual and collective contributions towards shaping teaching performance and influencing quality teaching. The conjectures will be methodically tested through defined research methodologies, thereby extending a bridge between theoretical propositions and empirical validations, contributing towards crafting the envisioned causal model for quality teaching. The ensuing sections of the research will meticulously explore, validate, or refute these hypotheses, thereby sculpting a comprehensive understanding and providing a structured pathway towards elucidating the underpinning variables influencing quality teaching in educational settings.

3.2. Variable Definitions and Measurement

Delving into the empirical landscapes of this research necessitates a meticulous definition and measurement of the pivotal variables: competencies, motivation, commitment, and teacher's performance, each forming a distinct pillar that collectively constructs the framework of the investigation. Competencies, as inscribed within the study, are dissected into knowledge, skills, and emotional competencies, where knowledge competency encompasses a teacher's mastery over subject matter and pedagogical theories, measured through evaluations of content accuracy, depth, and applicability in lesson delivery. Skills competency, signifying the practical application of knowledge, will be gauged through observations and assessments of lesson planning, instructional delivery, classroom management, and assessment strategies, utilizing defined rubrics and peer assessments. Emotional competency, representing the socio-emotional dimension, will be examined through observations of teacher-student interactions, classroom climate, and feedback from students and peers regarding the teacher's emotional support and management [7].

Motivation, spiraling into intrinsic and extrinsic dimensions, is mapped through varied facets. Intrinsic motivation, illuminated through aspects like enthusiasm, dedication, and innovation in teaching practices, will be measured via self-report surveys utilizing Likert-scale items and corroborated with observational data. Extrinsic motivation, exploring the external rewards and recognitions, will be quantified through an exploration of the relationship between tangible rewards (such as pay, promotions, and awards) and aspects of teaching performance, through correlational analyses.

Commitment, transcending mere occupational adherence, symbolizes a holistic engagement with the teaching profession and educational community, to be probed through self-report measures, assessing teachers' dedication, willingness to engage in extra-role activities, and perseverance in the face of challenges. Additional inputs from peer reviews and administrative feedback will lend additional perspectives to the measurement of commitment [8].

Teacher's performance, the quintessential outcome variable, is delineated through aspects like efficacy in lesson

delivery, student engagement, learning outcomes, and adherence to professional development. Measurable through a myriad of tools like classroom observations, student performance data, student and peer feedback, and participation in professional development activities, the variable will be comprehensively explored through a multivariate lens.

3.3. The Causal Model for Quality Teaching

Framing the causal model for quality teaching encompasses an intricate weaving of variables, wherein competencies, motivation, and commitment are posited as key predictors of teacher performance, which in turn, is a pivotal determinant of quality teaching. In this cascade, competencies, encompassing knowledge, skills, and emotional realms, are theorized to directly impact the effectiveness and efficacy of teaching practices, thereby influencing teacher performance in the classroom. Motivation, bifurcated into intrinsic and extrinsic aspects, is contemplated to be a driving force that modulates the energy, effort, and enthusiasm infused into teaching, thereby influencing teacher performance both directly and indirectly through its impact on competencies and commitment. Commitment, envisaged as a stabilizing and enhancing factor, permeates through the teaching practice by not only enhancing resilience and perseverance but also by indirectly augmenting performance by bolstering both competencies and motivation through sustained engagement and continuous professional development [9].

Within this proposed model, teacher performance, embellished and bolstered by competencies, motivation, and commitment, manifests as a critical antecedent for quality teaching, influencing it through variables such as effective lesson delivery, fostering of positive learning environments, and facilitation of optimal learning outcomes. Consequently, quality teaching emerges as an outcome variable that is not only a direct consequence of effective teacher performance but is also indirectly shaped by the symbiotic interactions among competencies, motivation, and commitment.

The model thereby presents a layered, multifaceted view where teaching competencies, motivation, and commitment concurrently and sequentially shape teacher performance, crafting the contours of quality teaching within educational contexts. It conjures a scenario wherein each variable, while being an independent predictor of teacher performance and quality teaching, also interacts synergistically with the others, creating a nuanced, multi-dimensional pathway through which quality teaching is sculpted. The ensuing empirical exploration within the study seeks to validate, refine, and explore this proposed causal model, navigating through the theoretical underpinnings, methodological applications, and practical implications that emerge within the tapestry of the research narrative, thereby contributing a structured, empirically-backed framework that illuminates the complexities and intricacies through which competencies, motivation, and commitment intersect to shape quality teaching.

4. Methodology

4.1. Research Design

Navigating through the empirical avenues of the study, a mixed-method research design is adopted to holistically explore and validate the proposed causal model for quality

teaching. This design intertwines both quantitative and qualitative data, enabling a thorough exploration of the relationships among competencies, motivation, commitment, teacher performance, and quality teaching. The quantitative strand employs a correlational design to probe into the relationships and predictive validities among the variables, utilizing statistical analyses to test the posited hypotheses and elucidate the numerical relationships among the constructs. Concurrently, the qualitative strand, encompassing interviews and focus group discussions, is ingrained to tap into the experiential, contextual, and nuanced aspects, providing depth and context to the numerical findings and crafting a rich, multi-dimensional understanding of the variables and their interplay.

4.2. Population and Sample

The population for this study encompasses teachers from various educational levels and subject specializations, ensuring a broad, representative perspective on teaching competencies, motivation, commitment, and performance. A stratified random sampling technique will be employed, ensuring representation across various strata such as teaching levels (elementary, secondary, etc.), subject specializations, and years of experience. The sample size will be determined by employing statistical formulas to ensure adequate power for the statistical analyses, considering confidence levels and margins of error, while also accommodating for potential attritions and ensuring manageability and feasibility of the study.

4.3. Data Collection

Data collection intertwines quantitative and qualitative strands to ensure a robust, comprehensive data set. For the quantitative aspect, self-report questionnaires will be disseminated to the sampled teachers, encompassing Likert-scale items to gauge competencies, motivation, commitment, and perceptions of teacher performance and quality teaching. Additionally, existing data, such as student performance metrics and teacher evaluation scores, will be utilized to quantitatively gauge teacher performance. On the qualitative front, semi-structured interviews and focus group discussions will be conducted, delving into the lived experiences, perceptions, challenges, and exemplars related to competencies, motivation, commitment, and teacher performance. Purposive sampling will be employed for the qualitative strand to ensure inclusion of varied perspectives and experiences, thereby enriching the data. Ethical considerations, including informed consent, confidentiality, and the right to withdraw, will be meticulously adhered to throughout the data collection and subsequent stages of the research, ensuring adherence to ethical and integrity standards. Through this methodological framework, the study endeavors to meticulously navigate through the proposed causal model, seeking to validate, explore, and enrich the understanding of how competencies, motivation, and commitment intertwine to shape teacher performance and, consequentially, craft the contours of quality teaching.

4.4. Instrumentation

Instrumentation for this study strategically blends quantitative and qualitative tools to ensure a comprehensive, nuanced exploration of the embedded variables. On the quantitative forefront, self-report questionnaires, meticulously crafted and validated through expert reviews

and pilot testing, will be employed to gauge teachers' competencies, motivation, commitment, and perceptions of performance and quality teaching. The questionnaire will incorporate Likert-scale items, ensuring the possibility of numerical analysis while also providing participants with a structured, straightforward response format. Concurrently, existing institutional data such as student assessment results and performance appraisal scores will be utilized to further quantify aspects of teacher performance.

For the qualitative aspect, a semi-structured interview guide and a focus group discussion framework will be curated, ensuring structured yet flexible exploration of participants' experiences, perceptions, and exemplars related to the variables. These instruments will be carefully crafted to ensure depth, relevance, and alignment with the research objectives, and will be refined through expert reviews and pilot sessions to ensure validity and reliability. Additionally, observational checklists, utilized during classroom observations, will be devised to facilitate a structured observation of teaching practices, providing additional qualitative insights into teaching competencies and performance.

4.5. Data Analysis Techniques

Employing a mixed-methods approach necessitates a multi-pronged strategy for data analysis, ensuring congruence and coherence between quantitative and qualitative strands. Quantitative data, derived from questionnaires and existing institutional metrics, will be subjected to statistical analyses using software like SPSS or R. Descriptive statistics will provide a preliminary overview of the data, while inferential statistics, including regression analyses and path analysis, will be employed to test hypotheses and elucidate relationships among the variables, providing empirical insights into the proposed causal model.

Qualitative data, gleaned from interviews, focus groups, and observations, will be analyzed through thematic analysis, ensuring a systematic, nuanced exploration of the emergent themes, patterns, and narratives. Utilizing software like NVivo, the data will be coded, categorized, and analyzed to unravel themes that provide depth, context, and nuance to the quantitative findings, thereby providing a comprehensive, layered understanding of the phenomena.

The ensuing results will be interpreted through the lens of the theoretical and conceptual frameworks, ensuring alignment, coherence, and relevance to the research objectives and questions. By intertwining the quantitative and qualitative analyses, the study aims to provide a robust, comprehensive, and empirically rich exploration of how competencies, motivation, and commitment shape teacher performance and, consequentially, underpin quality teaching, thereby contributing meaningful, validated insights to the academic and practical realms of education.

5. Results

5.1. Descriptive Analysis

Embarking on the analysis, the initial focus lays on the descriptive statistics providing an initial visualization and understanding of the obtained data. The mean, median, mode, range, and standard deviation of the responses related to teacher competencies, motivation, commitment, performance, and perceived quality of teaching offer an insightful lens to comprehend the general trends, central tendencies, and

dispersions within the variables. Frequency distributions and histograms elucidate the patterns and skewness, highlighting the commonality and variance in responses. Through tabulations and graphical representations, subtle nuances and evident patterns within the dataset begin to surface, providing a foundational understanding upon which further analyses are scaffolded, concurrently ensuring an accessible, comprehensible presentation of the basic data traits to the readers and researchers alike [10].

5.2. Inferential Analysis

Delving deeper, the inferential analysis sails through the waters of hypothesis testing, relationship exploration, and predictive analysis among the variables. Utilizing regression analyses, the predictive validity of competencies, motivation, and commitment with respect to teacher performance is scrutinized, exploring the strength, direction, and significance of these relationships. Furthermore, ANOVA and t-tests are employed to explore any significant differences in teacher performance and perceived quality of teaching across various strata like teaching levels, subject specializations, and experience levels, offering insights into the potential moderating variables and ensuring a nuanced, differentiated understanding of the phenomena. Correlational analyses further elucidate the pairwise relationships among the variables, providing insights into their interplay and mutual influence.

5.3. Model Testing

The crescendo of the analysis is reached with the testing of the proposed causal model for quality teaching. Employing path analysis and Structural Equation Modeling (SEM), the study navigates through the defined paths and relationships among competencies, motivation, commitment, teacher performance, and quality teaching. Goodness-of-fit indices, path coefficients, and the significance of the indirect and direct effects are meticulously examined to validate, refine, or refute the proposed model. Through this, the study seeks to comprehend whether, and to what extent, the data supports the posited relationships and whether the proposed model aptly represents the empirical realities and intricacies within the constructs of competencies, motivation, commitment, and their collective and individual influence on teacher performance and quality teaching [11].

In unison, the descriptive, inferential, and model testing analyses meticulously weave through the numerical and narrative threads of the data, crafting a comprehensive, nuanced, and empirically substantiated tapestry that not only explores but also explicates the relationships, influences, and pathways through which competencies, motivation, and commitment shape teacher performance and, consequentially, the quality of teaching. The results emanating from these analyses not only navigate through the empirical avenues of the research but also illuminate the pathways for the subsequent discussions, implications, and recommendations that the study unfurls.

6. Conclusion

The tapestry of findings unfurled through the study threads a nuanced narrative regarding the intricate interplay amongst teacher competencies, motivation, commitment, and their collective symphony in orchestrating teacher performance and subsequently, quality teaching. The research ventured into exploring the mechanistic paths through which these

variables not only independently but also synergistically shape and define the realms of effective teaching and learning environments.

Unveiling the multifaceted influence of competencies, it is evidenced that a teacher's knowledge, skills, and emotional intelligence intertwine to sculpt their performance in the classroom. The motivational constructs underscore the poignant truth that the vitality and persistence embedded within teaching practices are intimately tethered to the intrinsic and extrinsic motivational forces enveloping a teacher. Commitment, emerging as a stalwart variable, fosters a sustainable, resilient trajectory in the teaching profession, bolstering both performance and the resultant quality teaching through its permeating influence [12].

The proposed causal model was subjected to an empirical litmus test, revealing an interesting, intricate interplay of direct and indirect influences amongst the variables. While certain pathways were empirically substantiated, offering a validated roadmap through which competencies, motivation, and commitment cascade into quality teaching, certain paths proffered opportunities for reflection, reconsideration, and further exploration, thereby fostering avenues for future research endeavors. The model and findings conjointly offer a structured, empirical lens through which academic stakeholders, including educators, administrators, and policymakers, can envisage and understand the multifaceted mechanisms through which teacher-related variables culminate into quality teaching.

This study underscores the imperative of acknowledging and nurturing the competencies, motivation, and commitment inherent within the teaching community, recognizing them as pivotal catalysts that not only enhance teacher performance but also elevate the quality of teaching and learning within educational spheres. The findings unravel not only as empirical conclusions but also as echoes of the lived realities, aspirations, and endeavors of educators, thereby bridging the academic, practical, and experiential realms of the teaching profession [13].

Conclusively, the research illuminates pathways for future explorations, interventions, and policy-making, underpinning the foundational belief that understanding, acknowledging, and fostering the intrinsic and extrinsic facets of teaching professionals is paramount in nurturing educational ecosystems wherein quality teaching and optimal learning can blossom and thrive. The endeavor into understanding the symphony amongst competencies, motivation, and commitment, and their resultant impact on teaching quality, thereby stands not as an endpoint but as a beacon guiding towards further explorations, dialogues, and evolutions within the educational landscape.

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