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Structural Equation Model on Professional Commitment of Physical Education Teachers in Relation to Behavioral Regulation in Exercise, Health Consciousness and Interpersonal Support

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Abstract— The purpose of this study was to establish a structural model on the professional commitment of Physical Education teachers. The null hypothesis was formulated and tested that there is no best fit model for professional commitment among PE teachers. Data was collected from 400 MAPEH teachers in Region XI through an electronic survey using Google forms. These teachers were selected through stratified, random techniques. The quantitative causal research method was used. Using mean, standard deviation, Pearson's r, and SEM as the statistical tools, research findings showed that as perceived by PE teachers, the level of behavioral regulation was high; the level of health consciousness was very high; the level of interpersonal support was high; the level of professional commitment was high; and there was a significant relationship between behavioral regulation, health consciousness, interpersonal support, and professional commitment of P.E. teachers. Interpersonal support has the highest result among variables that became the significant predictor of professional commitment of P.E. teachers, as shown in the findings utilizing multiple regression. Using SEM in the generation of the best fit model, it was found that Model 5 is the best fit wherein interpersonal support and health consciousness showed significant influence on the professional commitment of P.E. teachers. It was the most parsimonious model as it successfully passed all the conventions of a good fit.

Keywords— education, behavioral regulation, health consciousness, interpersonal support, professional commitment, structural equation model, Philippines.

INTRODUCTION

In teaching, different identified factors may affect professional commitment over a period. Some of these are work overload that may lead them to stress and multiple diseases, undesired profession. If they do, this career cannot guarantee a better living (Wu et al., 2019) and teachers' physical and health status, impacting their performance (Pitzer & Skinner, 2017). Moreover, lack of professional commitment among professionals can often lead to stress, burnout, and the worse is leaving the profession, which can negatively affect the overall educational aspirations and system (Shoaib & Khalid, 2017).

Explicitly professional commitment is vital because is a requirement for effective performance in teacher education situations and a variety of professional competencies required of teacher educators (Ali, 2020).

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Teachers' commitment gives equal opportunity and importance to all students to assure the highest level of accomplishment and contribute to society and the nation (Singh & Singh, 2018). Additionally, a professionally committed teacher feels work is an inseparable part of life and valued participation in decision-making processes that increases his/her professional commitment, resulting in an upper altitude of reception and job satisfaction (Kauts & Kaur, 2020). Prihantoro, Ikhwanto, and Dudung (2019) noted that a sense of accountability and moral obligation on the shoulders of a teacher's professional commitment is a sense of responsibility in carrying out the responsibilities or mandates of the profession he is carrying.

In cognizance of the importance of teachers' professional commitment in the learning activities and to the school in general, the researcher conducted an extensive review of the literature to look for the most important variables associated with it. Among those variables, the researcher opted to inquire about teachers` behavior and found that it will affect their professionalism and professional development. Learning to educate and doing the best to become an outstanding teacher is a lengthy process that requires not only the acquisition of specific knowledge and the promotion of certain ethical values, attitudes, and commitment under the supervision and direction of experts, as well as the learning of very practical and difficult skills under the supervision and guidance of experts (Yalew, Getachew and Tadesse, 2014). Beri and Beri (2016) indicated that professional commitment among teacher educators concerning their work behavior found that teacher educators are lying at the average/moderate level of professional commitment.

Tuna and Aslan (2018) revealed that interpersonal support explains 3% of the teachers' commitment change. Furthermore, research on workplace interpersonal support shows that creating a pleasant school atmosphere with increased support from both principals and coworkers is a potential way to keep teachers engaged (Collie, Perry, & Martin, 2017). It has been demonstrated that personal support networks are positively associated with teachers' commitment, which supports the value of this job resource in educational institutions (Thomas, Tuytens, Moolenaar, Devos, Kelchtermans, & Vanderlinde, 2019). Meanwhile, Uzun (2020) revealed a moderate correlation between health consciousness and teachers' commitment of 0.64, and 0.56, 0.44, 0.42, 0.22, 0.26, 0.16, and 0.65, respectively, between teachers' commitment and institutional integrity, initiating structure, consideration, principal influence, resource support, morale, and academic emphasis. According to the findings, the correlations between organizational health and emotional commitment, continuation commitment, and normative commitment were 0.62, 0.32, and 0.66, respectively.

The previous literature on the professional commitment of teachers has brought much interest for most of the researches today are more on organizational leaders, work environment, school culture, work stability, and teacher's competence as factors or variables that affect professional commitment (Ali & Jeet, 2019; Ibrahim & Iqbal, 2015; Ryan, 2015). With this, the researcher reviews the literature that focuses on the possible association of behavioral regulation in exercise, health consciousness, and interpersonal support to the professional commitment, specifically among Physical Education teachers.

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The importance of this study is grounded on the reality that the researcher has not come across a similar study in the local setting. Though there were relationship studies (Mansfield et al., 2016; Wu et al., 2019; Patton, Parker, & Tannehill, 2015) on these variables, the researcher had not encountered a study involving all the variables in a single study. This makes the study different from those studies on bivariate relationships. It involves four variables in one setting, which may contribute to the literature for local settings, leading to the frontier of new knowledge.

RESEARCH OBJECTIVES

This study was conducted to establish a structural model on the professional commitment of Physical Education teachers. Specifically, it dealt following objectives: Describe the level of behavioral regulation in exercise of P.E. teachers in terms of intrinsic regulation, external regulation, identified regulation, and introjected regulation. Ascertain the level of health consciousness of P.E. teachers in terms of health environment sensitivity, physical fitness, personal health responsibility, and nutrition and stress management. Evaluate the level of interpersonal support of P.E. teachers in terms of tangible support, belonging support, self – esteem support, and appraisal support. Assess the level of professional commitment of P.E. teachers in terms of affective professional commitment, continuing professional commitment, and normative professional commitment. Determine the significant relationship of behavioral regulation in exercise and professional commitment of P.E. teachers, health consciousness and professional commitment of P.E. teachers; and interpersonal support and professional commitment of P.E. teachers. Determine which variables significantly influence the professional commitment of P.E. teachers. Lastly, determine the best fit model of professional commitment of P.E. teachers.

HYPOTHESIS

The following null hypotheses were tested at a .05 level of significance that there is no significant relationship between behavioral regulation in exercise and professional commitment, health consciousness and professional commitment, and interpersonal support and professional commitment of P.E. teachers; that behavioral regulation in exercise, health consciousness, and interpersonal support do not significantly influence the professional commitment of P.E. teachers; and that there is no best fit model for professional commitment among P.E. teachers.

LITERATURE REVIEW

Behavioral Regulation

Behavioral self-regulation is a comprehensive concept that refers to the cognitive, motivational-affective, social, and physiological processes that regulate attention, emotion, and behavior in response to a specific situation or stimulus to attain a goal (López-Pérez, Gummerum, Wilson, & Dellaria, 2017) and is supported by working memory (the ability to remember information), inhibitory control (the ability to suppress a dominant response in favor of a subordinate response), and cognitive flexibility which are all interrelated cognitive abilities (the ability to shift attention or cognitive set) (McKown, 2017).

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In society today, several health problems may lead us to death. However, this can be avoided or managed by engaging in frequent physical activity and exercise that is helpful to one's health and psychological quality of life when done regularly (Bac, 2012). In connection to this, being physically fit is necessary for performing one's profession (Stutts, 2002). We know that most teachers are overloaded with different works and tasks in teaching. But then, they must find time to conduct physical activities to help them perform their daily task effectively. In achieving this, teachers need motivation and should direct themselves to why they want to conduct such activities (Murcia, Gimeno, & Camacho, 2007; Teixeira et al., 2012; Wilson, Rodgers, & Fraser, 2002).

Motivation in everything we do is important for us to be boosted to do our best in achieving the goals set before us. According to Owen et al. (2014), individuals must understand their "what" and "why" of goal pursuits. As teachers, we motivate students to do their best, for we understand the importance of motivation. But, in reality, we keep on inspiring others where we also lack motivation in doing what is good and better for us, such as conducting physical activities and exercises even if we know the benefits we can get from it. Stutts (2002) stated that different diseases and illnesses that become the leading cause of death worldwide could be prevented through conducting physical activities regularly. In addition, knowing the benefits of physical activities and exercise is not enough for some individuals to engage themselves in doing so. People may have their reasons for not exercising, such as a lack of desire, time constraints, boredom, a lack of facilities or equipment, inclement weather, a lack of social support or encouragement from a family member, health-related limits, and a feeling of not being healthy (Bebeley, Laggao, & Gendemeh, 2018). Behavioral regulation in exercise may be discussed through intrinsic motivation, external regulation, identified regulation, and introjected regulation (Wilson, Rodgers, & Fraser, 2002).

Intrinsic regulation is the first indicator of behavioral regulation. It refers to physical exercise integrated into one's sense of self, including essential personal values, beliefs, and purpose. (Kalajas-Tilga, Koka, Hein, Tilga, & Raudsepp, 2020). It discusses the individuals' perception of how exercises and physical activities can bring enjoyment in life and its impact on one's life (Bac, 2012). The second indicator is external regulation which refers to physical activity based on coercion or instrumental rewards (Kalajas-Tilga, Koka, Hein, Tilga, & Raudsepp, 2020). Also, it is the least self-sufficient form of extrinsic motivation, and it encompasses the typical situation of motivation to acquire rewards or avoid punishment. (Zamarripa Ruiz-Juan, & Abad, 2018). In addition, external regulation explains the social pressure family and friends bring in becoming fit (Wilkinson, Prusak, & Johnson, 2013). Morevoer, it involves the reception of tangible rewards and punishments influenced by others where a person exercises because another person makes him or her exercise (Bac, 2012). The third indicator is identified regulation. It refers to the partial internalization of physical activity similar to personal values and self-identity (Rheinberg & Engeser, 2018). Also, it entails granting a conscious value to behavior so that it is accepted when the action is personally significant (Cid et al., 2018). Similarly, it is described as a more self-governed form of extrinsic motivation that enables to exercise consistently for grneral health (Gomes, Monteiro, & Mata, 2019). The last indicator

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is introjected regulation. It is described as swelling regulations without directing them, and it includes emotions such as pride, guilt, and shame that allow individuals to take actions to escape guilt, worry, or humiliation (Bac, 2012; Cid et al., 2018; and Gomes, Monteiro, & Mata, 2019).

Health Consciousness

Health consciousness refers to the extent to which an individual tends to undertake health actions (Hoque, Alam, & Nahid, 2018). Chae (2019) identified four levels of health consciousness: higher health concerns, caring about health, looking for health information, and valuing healthy conditions. In addition, health consciousness has been focused on most social psychology and health psychology. It is observed that being conscious and having positive behaviors toward our health status have been neglected and taken for granted for some reasons (Zhang, Sun, & Khan, 2018). Self-awareness of one's health and readiness to engage in health and wellness-promoting behaviors are both indicators of health consciousness (Daw, Margolis, & Wright, 2017). People who are health-conscious aggressively seek out and implement the knowledge on how to improve their health. (Skidmore, Kaufman, & Crowell, 2016). As a result, those with a high level of health consciousness have more favorable attitudes about nutrition, self-care, and exercise and live healthier lifestyles than those unconscious with their health (Adolph, Darnaud, Thomas, Pannier, Danchin, & Batty, 2017).

Further, Kim, Yoo, Hwang, & Cho (2019) found that a person with a high level of health consciousness is somehow far from diseases and illnesses and can quickly eliminate and prevent such conditions. Similarly, Zhang, Sun, and Khan (2018) emphasized their point of view about health consciousness and explained that it relates to one's awareness of and remarks on one's physical, psychological, and social adaptabilities in daily life and that it embraces the duty of being concerned about one's health. Likewise, being health conscious is not about having health anxiety that would affect our positive behavior towards having a fear of acquiring diseases or death for it may help us on how to deal with that situation positively and effectively.

The current study uses health environment sensitivity, physical fitness, personal health responsibility, nutrition, and stress management to integrate health behaviors (Hong, 2009). The first indicator of health consciousness is health environment sensitivity which is based on the social psychology norm activation model and has been used in various fields, including environmental education, environmental sociology, and consumer behavior (Slavoljub, Zivkovic, Sladjana, Dragica, & Zorica, 2015). It also refers to a state in which a person displays an intention to take action aimed toward the remediation of environmental problems by behaving as a citizen-consumer idea of societal-environmental well-being rather than as an individual consumer with his or her economic interests (Hanson-Rasmussen & Lauver, 2018). This makes a significant contribution to the study of individual variability in environmental responses (Pluess, 2015).

The second indicator of health consciousness is physical fitness that is considered an important factor in maintaining good health status. It is indicated that people who lack physical fitness activities could quickly adopt illnesses and often lead to significant health issues such as diabetes and sometimes to feelings of less

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self-worth. But, it can be addressed through engaging in physical activity, which helps increase self-esteem and promote an awareness of the body (Olive, 2009). Physical activity should be encouraged since it may aid in the prevention of psychiatric or mood disorders and increase the quality of life by reducing the negative psychosocial consequences of the COVID-19 pandemic lockdown (Slimani, Paravlic, Mbarek, Bragazzi, & Tod, 2020) and that physical fitness should be addressed in teachers' general health and well-being during the lockdown since research has shown that teachers who exercise more during their leisure time or in a more autonomous manner have fewer physical and mental health concerns (Amatriain-Fernández, Murillo-Rodrguez, Gronwald, Machado, & Budde, 2020).

The third indicator of health consciousness is personal health responsibility. Individuals who take personal health responsibility fulfill their responsibilities to maintain their physical, emotional, and social well-being (Avci, 2016). People are responsible for maintaining their health, happiness, and excellence throughout their lives. When people become patients and need treatment for diseases that developed or worsened due to their lifestyle, questions about health responsibility arise. When an individual's prior acts are identified as the primary cause of a disease, retrospective types of personal health responsibility may be assigned (Albertsen, 2020).

The last indicator of health consciousness is nutrition and stress management. Nutrition and stress management refers to the variety of techniques aimed at controlling a person's level of stress and malnutrition for and for the motive of improving everyday functioning (Bowen, 2016). These are important factors in ensuring a healthy lifestyle. If we can handle stress brought by many reasons, life would be that easy and enjoyable. Teachers nowadays suffer from pressure and stress if not addressed as early as possible, leading to negative results and impact (Martin, 2016). According to Alson (2019), personal stress was frequently prompted by tiredness after the day and was occasionally blatantly exhibited through emotional outbursts. Although stress knows neither gender nor age boundaries, everyone evolved cognitive (thinking-centered) ways to deal with it.

According to the American Federation of Teachers (2015), 78 percent of teachers are physically and emotionally fatigued by the end of the day. The stress that educators face impacts their enthusiasm for teaching and their ability to stay in the field for a long time. In a poll of 30,000 instructors, 89 percent indicated they were excited about teaching when they first started, but only 15 percent stated they were enthusiastic when the survey was finished. Teacher turnover is significant in the education area; 10 percent of instructors leave after one year, and 17 percent depart within five years, illustrating the high-stress levels in the field (Harmsen et al., 2018).

Interpersonal Support

Interpersonal support is the numerous patterns of support and assistance provided by other important individuals such as family, friends, and colleagues when an individual experiences or faces pressure. These aids share tasks and provide extra-economic, material, cognitive, and skill-based assistance to improve a

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person's ability to adapt to their surroundings (Rueger, Malecki, Pyun, Aycock, & Coyle, 2016). French, Dumani, Allen, and Shockley (2018) considered interpersonal support a social, interpersonal exchange that offers individuals emotional, informational, and substantial aid and assistance to meet psychological and material needs. By interpersonal support, people are protected from the pathogenic effect of stress (Cohen et al., 2013) because stress and pressure cannot be controlled and handled. These could be the reasons for individuals and professionals to have a negative perception that can be impacted their lifestyles and even their work performance (Mastapha, 2011).

Interpersonal support is an innate need and is important to our well-being and relationships. It can have tremendously beneficial effects on our health, especially when we cope with stressful events in our lives. This support according to Al-Shorman (2020) can be in the form of tangible support (provide actual assistance), belonging support, self-esteem support (giving recognition), and appraisal support (someone who will always there).Teachers nowadays cannot assure happiness in teaching, for many factors may affect their perceptions in teaching leading them to burnout and stress. However, these can be addressed by having a proper and strong support system coming from family and friends and most all from the organization where they are rendering their services surrounded by people who may positively or negatively impact their performance. It was found out in a study by Ford et al. (2019) that a school head or the principal, among all other school personnel, has a big impact on teachers' performance because of their supports and encourages.

Interpersonal support needed by all of us can be through technology. Nowadays, we know the fact that we are living in a society that is run by technology. The use of the internet and other gadgets can be a means of showing our support to somebody. With these, we can easily reach out to people who need us. According to Al-Shorman (2020), responding to the needs of others through new communication technologies is the most significant and the easiest way for us to show our positive support to let them feel that they are not alone in facing life challenges. It was also emphasized that media multiplicity is evident in the social support process and that emotional support messages were considered helpful.

The first indicator of interpersonal support is tangible support. It refers to aid, material, or instrumental support (Goehring, 2020). Also, it is related to help received in material or economic matters (Cracco & Costa-Ball, 2019). Hatch, Young, Barber, Griffiths, Harrison, and Watkinson (2018) also found that tangible support helped people cope with tough situations and was more important than emotional support in handling stressful situations. In corroboration, a one-year longitudinal study examining students' perception of different aspects of the school environment found a link between teachers' behaviors like instrumental support and clarity of expectations and students' achievement motivation and school engagement (Wentzel, Muenks, McNeish, & Russell, 2017). In addition to educational benefits, tangible support promotes better students' well-being (Wong & Tao, 2018). The link between tangible support and various learning components like achievement motivation thus entails a potential relationship between tangible support and academic achievement (Tian, Tian, & Huebner, 2016).

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The second indicator of interpersonal support is belonging support. It refers to other people's perceived availability for companionship (Goehring, 2020). Also, it has to do with mainly perceived empathy, acceptance, or concern by others (De la Fuente, Rodríguez-Fernández, & Escalante, 2019). Additionally, the degree to which an individual feels welcomed, included, and respected in their environment is referred to as a sense of belonging (Allright, 2018). Acceptance represents a sense of belonging, which in turn influences several aspects of a learner's behavior (St-Amand, Girard, & Smith, 2017). Moreover, it is stressed by Sagone, De Caroli, Falanga, and Indiana (2020) that learners with a strong sense of belonging are more likely to be resilient because they believe they have the resources to overcome challenges.

The third indicator of interpersonal support is self-esteem support. Social comparisons refer to maintenance (Goehring, 2020). Self-esteem is also the evaluative component of self-concept, involving the application of assessments of self-worth. Others argue that self-esteem is defined as the relationship with valence (positive or negative) traits. At the same time, self-concept links the self with non-valence traits (Deruiter, Van Geert, & Kunnen, 2017). Meanwhile, it has been found that self-esteem and leisure satisfaction are related and that people with high self-esteem have better life satisfaction (Kim, Roh, Kim, & Irwin, 2016).

The last indicator of interpersonal support is appraisal support. It is concerned with another person's perceived availability to provide advice, cognitive assistance, and information (Goehring, 2020). Also, it includes perceived support as well as orientation or advice and belonging (Meeus, 2016). When people dealing with a serious illness are given a chance to interact with others who have dealt with similar medical issues, they feel not alone and supported. It has been shown in previous studies that obtaining interpersonal support; a specific appraisal can help people feel better and more comfortable (Ge, Wu, Bailey, & Dong, 2017).

Professional Commitment

Professional commitment is how employees identify and adhere to the organization's goals and values (Raman, Don, Daud, & Khalid, 2015). A professional is someone with expertise in a specialized field and who is trained enough to be in the said field and is an ideal individual who can differentiate themselves from other co-workers in the occupation (Ibrahim & Iqbal, 2015). In the educational setting, teachers' work dedication throughout the COVID-19 issue is crucial. As a result of this issue, teachers were forced to convert their classes from physical classrooms to online learning platforms (Olson, 2020). Despite the multiple challenges they face in meeting their children's developmental needs, they remain committed to their student's education as well as their emotional, social, cognitive, physical, and spiritual well-being. Teachers' concerns for their student's mental health, as well as other personal and academic concerns, abound in stories (O' Sullivan, 2020). Furthermore, amid a crisis like this, instructors must show greater devotion to their jobs and, as a result, enhance their level of engagement at work (Collie & Martin, 2017). Whether or not there is a pandemic, commitment is necessary for effective education. Demonstrating a

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commitment to student learning, particularly during this pandemic, can be a powerful motivator for children to continue schooling (Collie, Martin, & Granziera, 2018).

Bagraim (2003) described that the psychological bond that ties the employee to their employer helps an organization achieve its goals and objectives. In addition, it is an individual's attitude that impacts their career. Likewise, in the field of teaching, it is stated in a study (Shoaib & Khalid, 2017) that commitment is the main factor of having effective and efficient work wherein application of skills artistically and creatively is expected from the teachers. Furthermore, professional commitment adds value to teaching regardless of struggles and conflicts. Teachers are expected to be competent in their profession and flexible in their stance and approach to realize their purpose as educators (Ibrahim & Iqbal, 2015). However, we cannot make sure that all teachers in the teaching field are happy and contented, for there are many instances that they have a negative attitude towards the profession that affects the expected performance and outputs of both the teachers and the students (Mwenda, Mwidege, & Sanga, 2014).

Moreover, Tweve (2011), as cited by Ibrahim and Iqbal (2015), explained that the teaching profession includes three fundamental characteristics: competence, performance, and conduct, which helped them educate students in learning concepts and apply them to their daily lives. Teachers need to be competent with the knowledge, skills, and strategies to be efficient. In the field of teaching, especially PE subjects, performance is the most important task wherein students are expected to do and give their best. The conduct of different tasks and activities should be realized so that the main target of the subject will be achieved. Also, professional commitment, as mentioned by Bagraim (2003) in his study, can be quantified using these three unique components: affective professional commitment (APC), continuance professional commitment (CPC), and normative professional commitment (NPC).

The first indicator of professional commitment is affective professional commitment, which is all about the employees' favorable feelings toward the organization and their desire to see it achieve its goals and objectives that resulted in becoming proud and having the pride and honor of being part of it (Bagraim, 2003). Furthermore, according to Larkin (2015), employees with high affective professional commitment stay in their profession freely, not because they need it, but because they desire the job and work for the organization without expecting anything in return. Professionals in these components will try to upgrade their skills by attending seminars, training, and workshops.

The second indicator of professional commitment is continuance professional commitment refers to the employee's commitment founded on their understanding of the costs of abandoning their profession. Employees that have a strong dedication to their job stick with it because they understand how much they stand to lose if they do not (Bagraim, 2003). Furthermore, this indicator is all about the commitment of an individual to continue his or her profession because they need it and are afraid to leave it without having the security to be hired and have much better opportunities and greener pasture.

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The third and last indicator of professional commitment is the normative professional commitment which stems from a sense of duty to the profession. Employees who have a strong professional commitment stay in their jobs because they feel obligated to do so and feel bad if they leave. It's part of their moral responsibility to the organization. (Larkin, 2015). Effective professional socialization can help employees acquire normative professional commitment by giving them a reason to value joining, socializing, and being a part of the organization (Bagraim, 2003). Teachers become committed because they have a sense of the organization and give importance to their purpose of working and giving their best (Shoaib & Khalid, 2017).

These three indicators have big effects and can impact one's profession whether to stay or leave their profession. Through these, professionals would have their guidance to make their own decisions in continuing their services rendered in the organization. Likewise, it would be better if professionals were able to determine which among the three components of professional commitment are their strengths and weaknesses so that they have the chance to evaluate their performance and their reasons for being committed to their profession.

Correlation between Measures

Being committed in ones' profession is necessary for it will describe what type of employee we are. Many factors can affect this role, such as our health status, for we must be healthy enough to become efficient. Thus, relating it to the teaching profession, being a teacher is not easy, for it may bring many conflicts in our health status. If not addressed immediately, it can be a reason for unbecoming physically, emotionally, and mentally fit. These factors may push employees to leave their profession and look for another one that can affect their commitment (Williams-Graham, 2016).

As teachers, they are healthy to perform the duties and obligations better and effectively. Having a quality of work-life would be helpful to improve working conditions wherein negative attitude of an employee or teacher can be minimized such as absenteeism and low quality of performance (Permarupan, Al-Mamun, & Saufi, 2013). Moreover, to become effective in what we are doing, such as teaching the subject, has always been the teachers' target, and they are striving towards excellence and quality education. Teachers handling physical education subjects need to be physically, mentally, and emotionally healthy to meet the expectations set before. They will be able to teach the subject and convince the students to become fit also (Wilkinson, Prusak, & Johnson, 2013).

The importance of body mass index (BMI) needs to be understood by every Physical Education teacher. It will help us determine our nutritional health status: underweight, normal weight, overweight and obese. As teachers who are expected to be in the normal weight would have a greater chance of teaching the subject of Physical Education is easier for the outcome is visible in them or modeled to the students visually. It would be easier for them to convince the students to achieve their ideal body figure, which can help them move and perform efficiently and confidently (Stutts, 2002). Likewise, if a PE teacher is in normal weight

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as their BMI, they would also be confident in teaching the subject. With this, they will be more committed to their teaching profession (Nader, 2019).

On the other hand, an individual who is committed to one's profession could also be determined through an individual's health status, if they are healthy and free from any illnesses or that individual is suffering from diseases which might be a reason for absenteeism, coming late to the workplace, and dysfunction of duties and responsibilities. Thus, a health-conscious person is aware of potential health risks, takes responsibility for their health, is concerned about their appearance, and is mindful of stress and nutrition management (Zhang, Sun, & Khan, 2018).

Uzun (2020) revealed a moderate correlation between health consciousness and teachers' commitment. According to the findings, the connection between health consciousness and emotional commitment, continuation commitment, and normative commitment was 0.62, 0.32, and 0.66, respectively. Finally, the characteristics of health consciousness predicted teacher commitment positively.

Teachers` behavior affects their professionalism and professional development. Learning to educate and work to become the best teacher is a long-term process that requires not only the progress of highly practical and difficult skills under the supervision and guidance of experts, but also acquiring of particular knowledge and the promotion of certain ethical values, attitudes, and commitment (Yalew, 2014). According to Beri and Beri (2016), teacher educators have an average or moderate level of professional commitment to their work behavior. Similarly, Malik and Rani (2016) evaluated the association between professional commitment and teaching behavior among secondary school teachers, discovering a positive and significant relationship in rural and urban government and private schools, male and female instructors, and the entire sample.

Tuna and Aslan (2018) revealed that interpersonal support explains 3 percent of teachers' commitment change. Gray, Spector, Lacey, Young, Jacobsen, and Taylor (2019) indicated that stronger leader interpersonal support could predict greater wellbeing and teacher commitment. Furthermore, studies on workplace interpersonal support show that creating a pleasant school atmosphere with increased support from administrators and coworkers is a potential way to keep teachers engaged and committed (Collie, Perry, & Martin, 2017). It has been proven that interpersonal support networks are favorably associated with teachers' commitment, ensuring that the value of this professional resource in educational institutions is maintained (Thomas, Tuytens, Moolenaar, Devos, Kelchtermans, & Vanderlinde, 2019). Finally, research reveals that perceptions of peer and supervisor support are important factors in generating safer and healthier work environments, where teachers are inspired to give their utmost and strengthen their commitment to teaching (Geiger & Pivovarova, 2018; Skaalvik & Skaalvik, 2018).

Additionally, Larkin (2015) indicated that a teacher or employee experiencing a high-stress level might not function effectively in their job. This may have a significant overall negative impact on the teacher or employee, which may give reasons for being unsatisfied and unhappy within their workplace. This could

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lead them to leave their job and stop being committed to the organization because they are no longer motivated and found the reasons for staying on the job. However, Sides (2013) stressed in his study that the support system coming from the organizational leaders and heads would mean a lot for them to feel their worth and importance. The mutual understanding of both the employer and the employee is necessary to ensure success.

Appreciating the good deeds of the teachers will help them be more motivated in their field. Showing and giving the support they need from the organization has been found to positively affect them, which can be a reason for them to strive hard and perform better. Having supportive leadership has been found to have a strong and positive association with professional commitment wherein the teachers will not hold on to the idea of leaving their profession and look for a greener pasture (Sides, 2013).

Theoretical Framework

The researcher attempted to explain the professional commitment of Physical Education teachers concerning their behavioral regulation in exercise, health consciousness, and interpersonal support. This study is anchored on the following theories.

One of the anchored theories of this study is the Social Cognitive Theory (SCT) presented by Bandura (1977) as cited by Stutts (2002), which highlights the cognitive processes that motivate intentional behaviors. Expectancies determine behavior, according to this theory, and they are made up of three parts: expectancies about the relationship between and among events, expectancies about how one's behavior influences outcomes, and expectancies about one's ability to perform the behavior to achieve a specific outcome. Efficacy expectations also indicate how much effort individuals are likely to put in to attain a certain result and how long they will persevere in the face of challenges. In the context of this study, professional commitment is determined by showing behavior that will enable teachers to strengthen their commitment through acquiring interpersonal support, regulating their behavior, and being health conscious. Through this, teachers' practices should be anchored on their commitment to their organization.

Additionally, Teixeira et al. (2012) and Wilkinson, Prusak, and Johnson (2013) developed self-determination theory (SDT), which is a comprehensive and growing macro-theory of human personality and motivated action. It can be distinguished between intrinsic and extrinsic motivation wherein the reason for doing something important related to our professional commitment is due to our personality of being submissive, or because we do not have any choice or we are forced to do so. In this context, the motivation to commit fully to the organization is largely attributed to support, health status, and behavior regulation for teachers to display their optimum participation in running their organization.

Also, this study was supported by the QWL (Quality Work-Life) model cited by Permarupan, Al-Mamun, and Saufi (2013), which is a design that deals with the well-being of the workers and are described as employee satisfaction with a range of demands with resources, activities, and outcomes resulting from engagement in the workplace. Employees who have a positive quality of work-life are always expected to

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be committed in their profession or job and perform better for the best professional outcome. In this context, if teachers are given the resources like support, ensure their safety and regulate their behavior, they will be more likely to display a full commitment to their organization.

Conceptual Framework

Five hypothesized models were subjected to the model fit test, which may contribute to teachers' professional commitment. As indicated in Figure 1, this is made up of two types of latent constructs: exogenous and endogenous variables. The unobserved or unmeasured variables, also known as exogenous and endogenous variables, are represented in the model with oval shapes. On the other hand, observed and measured variables are represented with a rectangular shape. The initial stage in a formal statistically valid method with SEM is to link observable (or indicator) variables with latent (or unobserved) variables. However, in addition to the latent and observable variables, each has residual error terms that are also a vital element of the overall model and are represented by e shape or error. The interrelationship or correlation between variables is shown by the double-headed arrows, whereas the causal or direct link between latent endogenous variables, latent exogenous variables, and measured variables is represented by the single-headed arrows.

This study will explore the interplay between the independent variables: behavioral regulation exercise, health consciousness, and interpersonal support. The dependent variable in this study is the professional commitment of P.E. teachers.

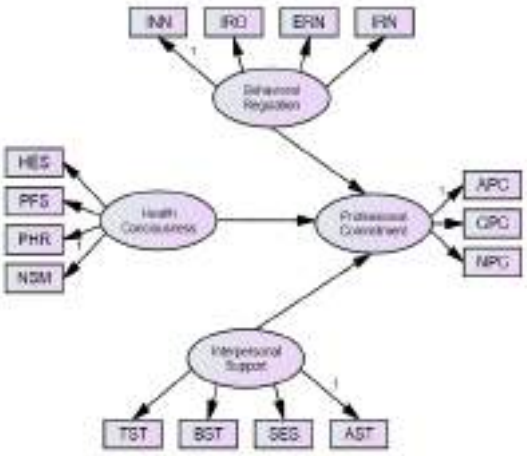

Figure 1: Hypothesized Model 1

RESEARCH METHOD

In this study, the researcher utilized the quantitative causal method in the research method. A structural equation model (SEM) was employed to generate the best fit model. First, it utilized the quantitative causal method in research. This was used in gathering varied quantitative data on behavioral regulation in exercise, health consciousness, interpersonal support, and professional commitment of Physical Education teachers. Similarly, Ullman and Bentler (2012) explained that this method measures and describes the

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statistical associations of variables with varying levels of scales. Secondly, the best fit model on professional commitment among Physical Education teachers of public secondary schools will be identified through structural equation modeling. It is a multivariate approach that concurrently investigates various dependent connections between variables and establishes a structure for the covariance between the observed variables, producing the alternative name covariance structure modeling, and hence provides more relevant and reliable findings. (Mueller & Hancock, 2019).

The researcher proposed to conduct the study in the Davao Region, where the researcher lives in the said region and was assigned by the Department of Education to work in one of the biggest implementing public secondary schools in Region XI explains why Davao Region is the optimal locale of the study to find out in broader scope whether behavioral regulation in exercise, health consciousness, and interpersonal support correlates with professional commitment among Physical Education teachers within the region. The data required in this study were obtained from 400 MAPEH teachers in the selected public secondary schools in Region XI (Davao Region) computed through Slovin's formula. Meanwhile, in selecting respondents, this study adheres to its inclusion and exclusion criteria. The inclusion criteria cover MAPEH teachers who were permanent employees in one of the secondary schools in the Davao Region. Also, they have been teaching for more than three years. These respondents displayed a willingness to participate in the study. There was no penalty or loss of benefits if they refused to participate to which are entitled. They may withdraw their consent and discontinue participation if they feel uncomfortable, especially when they cannot provide the information needed. Their reasons were prioritized and respected by the researcher. Due to their involvement in this research study, the respondents did not waive any legal allegations, freedom, or remedies. On the other hand, the exclusion criteria center on a group of respondents who were MAPEH teachers or PE teachers from private secondary schools either in or out of Region XI, MAPEH teachers, or PE teachers of public secondary schools that did not belong to the schools mentioned above divisions, students, parents, school heads, officials and other subjects who did not meet the inclusion criteria were not qualified to participate on the study.

In achieving the objectives of this study, four sets of questionnaires that were downloaded from the internet were adapted and modified following the five-point Likert scale system. The first adapted research data gathering instrument is the Behavioral Regulation in Exercise developed by Wilson, Rodgers, and Fraser (2002). The second survey questionnaire is the health consciousness adapted and modified from the study of Kraft and Goodell (1993). The third survey questionnaire is the interpersonal support adapted and modified from the study of Cohen et al. (2013). Lastly, the fourth and last survey questionnaire is adopted and modified from the study of Bagraim (2003). To make the instrument more contemporary, it was validated by six expert validators with an overall rating of 4.26 or Very Good. Pilot testing was conducted after validation, and to verify the validity of the questionnaires, Cronbach's alpha was used.

Several procedures were performed in gathering and collecting the data needed in this study. The first procedure was to acquire consent from the office of the Regional Director, Region XI. Once approved, letters

addressed to the different Divisions of the Davao Region were sent. On the other hand, pilot testing of the questionnaire was conducted at the school where the researcher was currently connected. This was to determine the consistency of the items measured in the instrument. After Cronbach alpha was determined, the actual survey was conducted through an online platform based on the adapted survey questionnaire. The 400 responses were retrieved by downloading them, which were collated, encoded, and tabulated. Lastly, analysis and interpretation of data wherein results were analyzed and interpreted with the help of a statistician, then based on the analysis, conclusions and recommendations were formulated based on the purpose of the study.

The gathered data were properly classified, analyzed, and interpreted using the following statistical tools: mean was utilized to assess Physical Education teachers' level of behavioral regulation in exercise, health consciousness, interpersonal support, and professional commitment in Region XI; standard deviation calculated the level of deviation for a group as a whole; pearson product-moment correlation was employed to determine the significant relationship between and among Physical Education Teachers Behavioral regulation in exercise, Health consciousness, Interpersonal support, and professional commitment; multiple regression was utilized to find the major factors of Physical Education teachers' professional commitment; and lastly, structural equation modeling (SEM) was necessary to explore and get the best fit model. A factor analysis on the latent variable, which indicated a cut-off value of 0.50, is required for testing the factors. This method was also used to assess the optimum model for professional commitment.

The following Goodness of Fit indices was used to evaluate SEM results. All of the values of the provided indices must fall inside each criterion to get the best fit model: Chi-square (large value); P value (> 0.05); Chi Square/Degrees of Freedom (CMIN/DF) (0 < value < 2); Normative Fit Index (> 0.95); Comparative Fit Index (> 0.95); Goodness of Fit Index (> 0.95; Tucker-Lewis Index (> 0.95); Root Mean Square Error of Approximation (RMSEA) (< 0.05); P close (> 0.50)

RESULTS AND DISCUSSIONS

Table 1 displayed the behavioral regulation level in exercise, measured by intrinsic regulation, external regulation, identified regulation, and introjected regulation. It recorded an overall mean rating of 3.83, described as High.

This means that behavioral regulation exercise is oftentimes manifested by P.E. teachers. The indicators tallied a mean score of 4.56 or Very High for intrinsic regulation, 4.53 or Very High for identified regulation, 3.24 or Moderate for introjected regulation, and 2.97 or Moderate for external regulation. This finding viewed the importance of exercising regularly, which showed pleasure and satisfaction from teachers participating in workouts or exercise. The high result on behavioral regulation agrees with the ideas of Stutts (2002), Murcia, Gimeno, and Camacho (2007), Teixeira et al. (2012), and Wilson, Rodgers, and Fraser (2002) that teachers must find time to conduct physical activities for it may help them perform their daily task effectively.

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Table 1: Level of Behavioral Regulation of P.E. Teachers

Indicator	SD	Mean	Descriptive Level
Intrinsic Regulation	0.53	4.56	Very High
External Regulation	1.02	2.97	Moderate
Identified Regulation	0.46	4.53	Very High
Introjected Regulation	0.83	3.24	Moderate
Overall	0.47	3.83	High

Health Consciousness

Presented in Table 2 is the level of health consciousness, which is measured in terms of health environment sensitivity, physical fitness, personal health responsibility, and nutrition and stress management. It registered an overall mean rating of 4.21, described as Very High. This means that the health consciousness of P.E. teachers was oftentimes manifested in the workplace. In terms of indicators, personal health responsibility tallied the highest mean rating of 4.65 or Very High, followed by physical fitness with 4.18 or High, then health environment sensitivity with 4.14 or High, and nutrition and stress management with 3.88 or High, recorded the lowest mean rating. The manifestations are in parallel to the views of Zhang, Sun, and Khan (2018), Hong (2009), and Kim, Yoo, Hwang, & Cho (2019) that teachers observed that being conscious and having positive behaviors toward their health status had been neglected and taken for granted for some reasons.

Table 2: Level of Health Consciousness of P.E. Teachers

Indicator	SD	Mean	Descriptive Level
Health Environment Sensitivity	0.56	4.14	High
Physical Fitness	0.58	4.18	High
Personal Health Responsibility	0.38	4.65	Very High
Nutrition and Stress Management	0.57	3.88	High
Overall	0.38	4.21	Very High

Exemplified in Table 3 is the level of interpersonal support measured in terms of tangible support, belonging support, self-esteem support, and appraisal support. It recorded an overall mean of 3.94 or High. This means that the interpersonal support of P.E. teachers was often manifested in the workplace. Specifically, in terms of indicators, appraisal support garnered the highest mean rating of 4.29, which is described as Very High while belonging support with 4.01, tangible support with 3.97, and self-esteem support with 3.49; these three indicators were labeled as High. The results are in agreement with the ideas of Cohen et al. (2013) and Mastapha (2011) that by giving support, people can be protected from the pathogenic effect of stress because if people cannot control and handle stress and pressure, this could be a reason for individuals and professionals to have a negative perception that can be impacted one's lifestyles and even their work performance.

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Table 3: Level of Interpersonal Support of P.E. teachers

Indicator	SD	Mean	Descriptive Level
Tangible Support	0.67	3.97	High
Belonging Support	0.54	4.01	High
Self-esteem Support	0.55	3.49	High
Appraisal Support	0.56	4.29	Very High
Overall	0.44	3.94	High

Displayed in Table 4 is the level of professional commitment of P.E. teachers in Region XI, which is measured in terms of personal affective commitment, continuing professional commitment, and normative professional commitment. It garnered an overall mean rating of 3.74, labeled as High, meaning that P.E. teachers often manifest professional commitment. The three indicators registered High ratings where affective personal commitment tallied the highest mean rating of 4.10, followed by continuing professional commitment with 3.94 and 3.74 for normative professional commitment. The results align with the views of Ibrahim and Iqbal (2015); Shoaib and Khalid (2017), and Mwenda, Mwidege, and Sanga (2014) that being a professional is someone with expertise in a specialized field and who are trained enough to be on the said field and is an ideal individual who can differentiate themselves from other coworkers in the occupation.

Table 4: Level of Professional Commitment of P.E. Teachers

Indicator	SD	Mean	Descriptive Level
Affective Personal Commitment	0.54	4.10	High
Continuing Professional Commitment	0.59	3.94	High
Normative Professional Commitment	0.66	3.74	High
Overall	0.66	3.74	High

Table 5.1 showed the significance of the relationship between behavioral regulation and professional commitment of P.E. teachers in Region XI. Results revealed a significant relationship between behavioral regulation and professional commitment with an overall correlation coefficient of 0.361, significant at a 0.05 level of significance. It could be stated that there is a significant relationship between behavioral regulation and the professional commitment of P.E. teachers. Specifically, when the indicators of behavioral regulation are correlated with professional commitment, all the indicators were found to be significant at 0.05 level of significance with external regulation having a correlation coefficient of 0.340, identified regulation with 0.223, intrinsic regulation with 0.209, and introjected regulation with 0.148. The findings support Malik and Rani (2016) hypothesis about the relationship between professional commitment and behavior toward teaching among secondary school teachers, with results revealing a positive and significant relationship between professional commitment and behavior toward teaching in rural and urban areas, government and private schools, male and female teachers, and the total sample.

Table 5.1: Significance of the Relationship between Behavioral Regulation and Professional Commitment

Behavioral Regulation	Professional Commitment			
	Affective Professional Commitment	Continuing Professional Commitment	Normative Professional Commitment	Overall
Intrinsic Regulation	.244** .000	.193** .000	.073 .144	.209** .000
External Regulation	.139** .005	.212** .000	.422** .000	.340** .000
Identified Regulation	.168** .001	.268** .000	.098* .048	.223** .000
Introjected Regulation	.129** .009	.147** .003	.079 .113	.148** .003
Overall	.241** .000	.298** .000	.306** .000	.361** .000

Table 5.2 showed the relationship between health consciousness and professional commitment of P.E. teachers in Region XI. It was found that there was a significant relationship between health consciousness and professional commitment with an overall correlation coefficient of 0.308, which is significant at 0.05 in the level of significance. Further, this indicates that health consciousness and professional commitment were significantly correlated. Additionally, when the indicators of health consciousness were correlated to professional commitment, four indicators were significantly correlated at 0.05 level of significance where health environment sensitivity obtained a correlation coefficient of 0.315, nutrition and stress management with 0.228, physical fitness with 0.176, and personal health responsibility with 0.144. The result aligns with the findings of Uzun (2020) revealed a moderate correlation between health consciousness and teachers' commitment. The connection between health consciousness and emotional commitment, continuance commitment, and normative commitment was 0.62, 0.32, and 0.66, respectively, according to the findings. Finally, the characteristics of health consciousness predicted teacher commitment favorably.

Table 5.2: Significance of the Relationship between Health Consciousness and Professional Commitment

Health Consciousness	Professional Commitment			
	Affective Professional Commitment	Continuing Professional Commitment	Normative Professional Commitment	Overall
Health Environment Sensitivity	.240** .000	.286** .000	.217** .000	.315** .000

Physical Fitness	.207** .000	.172** .001	.053 .291	.176** .000
Personal Health Responsibility	.123* .013	.150** .003	.074 .139	.144** .004
Nutrition and Stress Management	.232** .000	.227** .000	.092 .063	.228** .000
Overall	.287** .000	.297** .000	.154** .002	.308** .000

Presented in Table 5.3 is the significance of the relationship between interpersonal support and professional commitment of P.E. teachers in Region XI. It registered an overall correlation coefficient of 0.383, which is significant at 0.05 in the level of significance. This means that interpersonal support is significantly correlated with professional commitment. Specifically, the data shows that the four domains of interpersonal support have a probability value of 0.000 towards teachers' professional commitment. It can be gleaned that belonging support recorded a correlation coefficient of 0.306, self-esteem support with 0.304, appraisal support with 0.300, and tangible support with 0.273. The findings are in parallel to the work of Tuna and Aslan (2018) revealed that interpersonal support explains 3 percent of the change in teachers' commitment. Gray, Spector, Lacey, Young, Jacobsen, and Taylor (2019) indicated that stronger leader interpersonal support could predict greater well-being and teacher commitment.

Table 5.3: Significance of the Relationship between Interpersonal Support and Professional Commitment

Interpersonal Support	**Professional Commitment**			
	Affective Professional Commitment	**Continuing Professional Commitment**	**Normative Professional Commitment**	**Overall**
Tangible Support	.289** .000	.188** .000	.175** .000	.273** .000
Belonging Support	.284** .000	.247** .000	.197** .000	.306** .000
Self-esteem Support	.232** .000	.287** .000	.200** .000	.304** .000
Appraisal Support	.382** .000	.235** .000	.116* .020	.300** .000
Overall	.386** .000	.308** .000	.223** .000	.383** .000

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Table 6 highlighted the influence of behavioral regulation, health consciousness, and interpersonal support on the professional commitment of P.E. teachers. The results showed that the standard coefficient of interpersonal support obtained the highest beta of 0.258. It indicates that interpersonal support has a higher degree of influence on teachers' professional commitment compared to behavioral regulation with 0.211. Moreover, as indicated by the F-value of 32.558 with a corresponding p-value of 0.000, the regression model is therefore significant. Thus, it leads to the rejection of the null hypothesis. It could be stated that a variable can predict the professional commitment of P.E. teachers in Region XI. In addition, the R2 of 0.196 signifies that 19.6 percent of the variation in professional commitment is explained by the predictor variables interpersonal support and behavioral regulation. This would mean that 80.4 percent of the variation can be attributed to other factors aside from these three variables. The findings support the idea of Thomas, Tuytens, Moolenaar, Devos, Kelchtermans, and Vanderlinde (2019) that interpersonal support networks are positively related to teachers' commitment, which sustains the value of this job resource in educational institutions. Also, according to Geiger and Pivovarova (2018) and Skaalvik and Skaalvik (2018), the perception of peer and supervisor support is a vital component in generating safer and healthier work environments, where teachers are inspired to give their all and increase their commitment to teaching. Similarly, Yalew (2014) noted that teachers` behavior affects their professionalism and professional development.

Table 6: Significance on the Influence of Behavioral Regulation, Health Consciousness, and Interpersonal Support on the Professional Commitment of P.E. Teachers

Professional Commitment					
Exogenous Variables		**B**	**B**	**t**	**Sig.**
Constant		1.712		6.836	.000
Behavioral Regulation		.208	.211	3.830	.000
Health Consciousness		.083	.067	1.177	.240
Interpersonal Support		.271	.258	4.913	.000
R	.443				
R2	.196				
ΔR	.190				
F	32.558				
P	.000				

Best Fit Model

With the generated best fit model 4, as seen in Figure 2, it can be observed that among the three latent exogenous variables in Table 7, interpersonal support obtained the highest beta equal to 0.664, followed by health consciousness with .326. This means that interpersonal support has the highest influence on latent professional commitment. Also, health consciousness has shown influence on professional commitment. The findings support O'Sullivan's (2020) assertion that, despite facing several problems in

meeting their students' developmental requirements, teachers stay committed to their student's education and emotional, social, cognitive, physical, and spiritual well-being. Teachers' worries about their student's mental health and other personal and academic problems abound. Collie, Martin, and Granziera (2018) also said that dedication is a necessary component of good teaching, whether or not there is a pandemic crisis. Demonstrating a commitment to student learning, particularly during this epidemic period, might encourage children to stay in school. According to Talidong and Toquero (2020), committed teachers recognize and endeavor to fulfill their commitments to their pupils. One of the distinguishing characteristics of devoted teachers is their level of devotion to their work. Teachers who are enthusiastic about their jobs and dedicated to their students' education play an important influence on their development. One of the distinguishing characteristics of devoted instructors is their level of loyalty to their work. Teachers that are passionate about their careers and committed to their students' learning play a critical role in their growth. Further, the result affirmed the theory of Bandura that professional commitment is determined by showing behavior that will enable teachers to strengthen their commitment through acquiring interpersonal support, regulating their behavior, and being health conscious. Through this, teachers' practices should be anchored on their commitment to their organization.

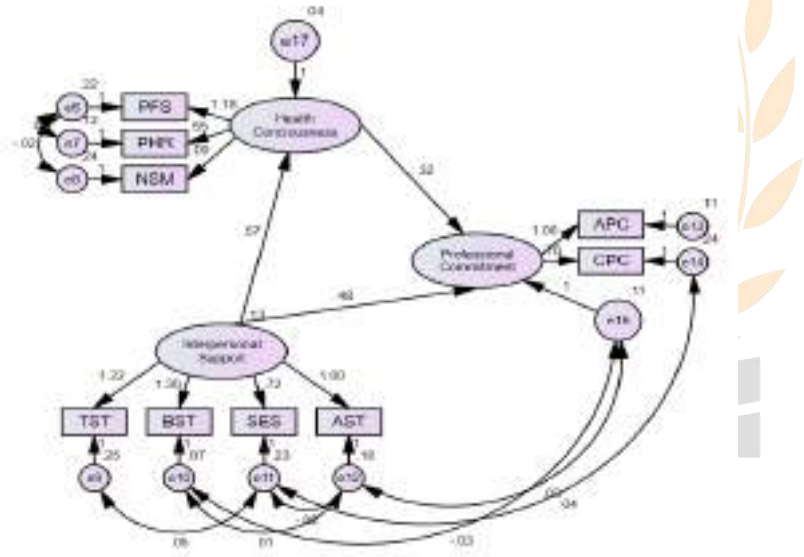

Figure 2: Best Fit Model

Table 7. Direct and Indirect Effects of the Independent Variables on Professional Commitment of Best Fit Model

Variables	Direct Effect	Indirect Effect	Total Effect
Behavioral Regulation	-	-	-
Health Consciousness	.326	-	.326
Interpersonal Support	.483	.181	.664

Evaluation of the fit on the data of best fit model is presented in Table 8. As reflected in the table, the model shows the best fit compared to the previous models. The fit indices passed the accepted values like a CMIN/DF of 1.558 with a p-value of 0.071, RMSEA of 0.037, NFI = 0.97, TLI = 0.974, CFI = 0.989, and GFI = 0.987which signifies model fit. This means that this is the best model to explain professional commitment.

Table 8: Goodness of Fit Measures of Structural Best Fit Model

INDEX	CRITERION	MODEL FIT VALUE
P-value	> 0.05	.071
CMIN/DF	0 < value < 2	1.558
GFI	> 0.95	.987
CFI	> 0.95	.989
NFI	> 0.95	.970
TLI	> 0.95	.975
RMSEA	< 0.05	.037
P-Close	> 0.05	.757

Legend:

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

Table 9 presents the regression weights exhibited by the influence of exogenous variables on professional commitment. Among the paths presented in this model, paths between latent variables Interpersonal_Support and Professional Commitment and Health Consciousness and Professional Commitment obtained p-values higher than .01. This indicates that interpersonal support and health consciousness do not significantly explain professional commitment. On the other hand, the only path that showed significance is the relationship between Interpersonal_Support and Health Consciousness with a beta of 0.716 and a p-value of less than 0.01. This means that interpersonal support significantly influences health consciousness.

Table 9: Estimates of Variable Regression Weights in Generated Best Fit Model

			Estimate	S.E.	Beta	C.R.	P-value
Health_Conciousness	<---	Interpersonal_Support	.575	.102	.716	5.625	***
Professional_Commitment	<---	Interpersonal_Support	.483	.209	.419	2.310	.021

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Professional_Commitment	<---	Health_Conciousness	.316	.270	.220	1.172	.241
NSM	<---	Health_Conciousness	1.000		.512		
PHR	<---	Health_Conciousness	.553	.111	.419	4.959	***
PFS	<---	Health_Conciousness	1.175	.194	.586	6.048	***
AST	<---	Interpersonal_Support	1.000		.646		
SES	<---	Interpersonal_Support	.718	.116	.475	6.195	***
BST	<---	Interpersonal_Support	1.301	.114	.868	11.424	***
TST	<---	Interpersonal_Support	1.216	.168	.659	7.250	***
APC	<---	Professional_Commitment	1.000		.776		
CPC	<---	Professional_Commitment	.757	.120	.537	6.287	***

Legend:

PFS – physical fitness	TST – tangible support	AST – appraisal support
PHR – personal health responsibility	BST – belonging support	APC – affective personal commitment
NSM – nutrition and stress management	SES – self-esteem support	CPC – continuing professional commitment

Indicated in Table 10 is the summary of the goodness of fit measures of the five generated models. Among the models, model 5 passed the criteria in assessing the best fit model by registering a p-value of .071 with CMIN/Df of 1.558, GFI of .987, CFI of .989, NFI of .970, TLI of .975, and RMSEA of .037. Hence, model 5 is the best model that explains the professional commitment of the teacher.

Table 10: Summary of Goodness of Fit Measures of the Five Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	8.292	.804	.645	.619	.572	.134	.000
2	.000	5.667	.860	.778	.746	.726	.107	.000
3	.000	4.486	.879	.832	.796	.795	.093	.000
4	.000	4.476	.880	.835	.799	.796	.093	.000
5	.071	1.558	.987	.989	.970	.975	.037	.757

Legend:

CMIN/DF–Chi-Square/Degrees of Freedom

GFI– Goodness of Fit Index

RMSEA –Root Mean Square of Error Approximation

NFI–Normed Fit Index

TLI -Tucker-Lewis Index

CFI- Comparative Fit Index

CONCLUSION AND RECOMMENDATION

From the findings of the study, the researcher concluded that as perceived by P.E. teachers, the level of behavioral regulation was High. Its indicators like intrinsic regulation and identified regulation tallied a

very high rating while external regulation and introjected regulation garnered a moderate rating. The level of health consciousness was Very High, where personal health responsibility also garnered a very high rating. Physical fitness, health environment sensitivity, nutrition, and stress management displayed high ratings. In terms of interpersonal support, it was described as High where belonging, self-esteem, and tangible support displayed high ratings. On the other hand, appraisal support showed a very high rating. Further, teachers' level of professional commitment was High where its indicators, namely, affective professional commitment, continuing professional commitment, and normative professional commitment, also garnered high ratings.

The correlation analysis showed a significant relationship between behavioral regulation, health consciousness, interpersonal support, and professional commitment of P.E. teachers. In addition, the results of multiple regression analysis revealed that behavioral regulation and interpersonal support significantly predicted the professional commitment of P.E. teachers.

Further, model 5 best fits the professional commitment of P.E. teachers. It was the most parsimonious model as it successfully passed all the conventions of a reasonable fit. Thus, using the structural equation model strengthened the reliability and thoroughness of this research because the analysis went through the steps of model specification, model estimation, and model evaluation. Also, the results supported the Social Cognitive Theory, where commitment is driven by behavior, health consciousness, and interpersonal by colleagues in the organization.

Based on the conclusions drawn, it is recommended that Physical Education teachers may continue to strengthen their behavioral regulation in exercise in terms of motivation by exposing them to activities that will urge them to work harder; intensification of interpersonal support in school may be conducted through collaborative engagement and professional development activities; programs on strengthening teachers' health safety and condition may be done through constant checkups and monitoring by health personnel; and lastly, future researchers may conduct related studies to validate the results of this study. Moreover, they may explore other variables that may influence professional commitment.

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