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Structural Equation Model on Professional Development of Public School Teachers in Relation to their Time Management, Work Task Motivation and Aspect of Identity Orientation

Decie N. Bantay[1] and Rinante L. Genuba[2]

[1,2]University of Mindanao, Davao, Philippines

Abstract— The study aimed to determine the best fit model for the professional development of public-school teachers in region XII. This study utilized descriptive-correlational design and employed structural equation modeling. Using a stratified random sampling technique, the researcher chose 500 public school teachers across region XII as the respondents. To gather factual data, the researcher used pilot-tested and enhanced adapted questionnaires to determine the level of time management, work task motivation, aspect of identity orientation, and the professional development of public-school teachers through a google form. Results revealed that the time management of public-school teachers in region XII is very high, whereas the work task motivation and aspect of identity orientation are high. In addition, time management, work task motivation, and aspect of identity orientation all show a significant positive correlation to professional development. Further, results showed that work task motivation and aspects of identity orientation influenced professional development. However, time management does not predict professional development. Lastly, the structural equation model 5 revealed that professional development in terms of thematic knowledge, learning environment, educational technology, planning, evaluation, and development of human resources of public-school teachers in the region is best anchored on their time management in terms of its importance, self-conscious, coping, and implementation efforts and supported by their aspect of identity orientation in terms of personal and collective identity orientation.

Keywords— education, time management, work task motivation, aspect of identity orientation, professional development, correlation, structural equation model, Philippines.

INTRODUCTION

The professional development of teachers and educators has been an ongoing concern of many that affect the education sector. It is a concern because few pursue it, and many face challenges affecting their progress (Korthagen, 2017; Girvan et al., 2016; Niemi, 2015). One of these includes the requirement of The US federal No Child Left Behind legislation that all public schools in the country target professional development to improve student achievement. This caused North Carolina schools to establish the North Carolina Professional Development Office. This organization aimed to improve student achievement by providing its affiliated schools with services related to professional development, leadership, technical assistance, resources, etcetera.

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Furthermore, through research done by the United States Department of Education's Institute of Education Sciences, it was found that one could improve student achievement by a total of twenty-one (21) percent simply by integrating teacher participation contained within a well-implemented professional development program (Queens University of Charlotte). Within the Philippines, one issue at the forefront of many is the lack of motivation for professional development, not just from the teachers but also those in charge (Copper et al., 2019). Without investing in professional development, teachers stagnate in the old ways until they become obsolete, causing all future human resources to suffer the same.

In a recent international assessment, students who performed within the seventy-fifth percentile chosen from several countries in the Caribbean, Eastern Europe, and North Africa performed with a below twenty-five percentile average based on high-income countries (World Bank, 2018). This suggests the growing importance of the role of teachers as a significant determinant of student performance. Such a gap in the quality of teaching professionals has been noted among the educators of the United States (Hanushek & Rivkin, 2010), with a significant portion also being indicated in Uganda (Buhl-Wiggers et al., 2017), Ecuador (Araujo et al., 2016), and Pakistan (Talance, 2017).

In addition, utilizing a Differentiated Professional Development Framework, Sprott (2019) ascertained various teachers' subjective experiences of what they found helpful and relevant to developing their modern teaching skills and competencies. Sprott's findings showed that such personal development was made by involving students in the development process, expanding their perspective through traveling, constantly challenging what they know, and improving upon it. Sprott also found that developing various career relationships and expanding one's horizon beyond their career was significant in improving one's personal development. As for the multiple deterrents, it was found that the numerous mandates and structural limitations to collaboration contributed the most to the obstacles they needed to overcome.

Because of this, many professionals are still aiming for professional development because it is a way in which they can learn to make their performance better and raise student achievement (Mizel, 2010). Thus this study conforms to the social cognitive theory of Bandura that deals with individuals being influenced by those whom they see as models and therefore adopt those personalities and habits they deem admirable and beneficial. In the case of the study, the qualities that affect professional development can be imprinted on students and used as a basis for planning out the actions and interventions done to improve said professional development. Undeniably, it is the key to a continually improving educational system, ensuring that teachers can adapt and adopt the techniques and methodologies that are most effective for their country and their people (Kuykendall, 2017; Patton et al., 2015). Such development of already existing skilled labor also increases the efficiency of each individual, improving overall cost-efficiency and performance (Butts, 2016).

Consequently, statistical analyses founded on an SEM or Structural Equation Model apply several objective inquiries into education and social sciences (Badri et al., 2017). To cite, Mulà et al. (2017) believe that

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everything boils down to teachers' time management directly affecting their investment in themselves and their skills. In addition, Ednie and Stibor (2017) also found out that work task motivation is doubly indicative of teachers' professional development. It directly reflects on how well they are capable of motivating their students. Identity determines one's perspective wherever they play a role in society. In an organization as well, roles determine our effects on people. As an educator, a teacher's influence on their students and colleagues must be productive and worthy of emulation (Almeida et al., 2018).

Furthermore, Chien et al. (2012) utilized an SEM or Structural Equation Model to delve into the attitude and motivation of several elementary school teachers regarding their participation in developing professionally through web-based platforms. Also, De Vries et al. observed two-hundred sixty (260) secondary school teachers using SEM or Structural Equations Modeling. Their inquiries highlighted two variables highlighting student and subject matter orientation and three types of continuous professional development activities: updating, reflective, and collaborative. Their results show that positive student beliefs relate directly to their teachers' participation in their professional development. Additionally, Porter et al. (2003) also used their own SEM to highlight the particular strategies linking management and implementation, leading to a higher quality of professional development. Data collection based on professional development activities offers information for schools, institutions, and universities to evaluate their existing major professional development programs and future packages that may be required (Yazdi et al., 2017).

Timely, there is no concrete structure equation model for professional development in the local setting to respond to teachers' professional development, which involves multiple variables. Specifically, the researcher has not come across a study of the time management, work task motivation, identity orientation, and Structure Equation Model on personal effectiveness in Region XII, Philippines. It is in this context that time management, work task motivation, and aspect of identity orientation can be a structural equation model for professional development as this can raise awareness to the extended beneficiaries of the study and possibly develop intervention schemes to improve the process and methodologies by which Professional Development achieved in teachers, thus the need to conduct this study. This work aims to create and validate an acceptable model of professional development for public school teachers in region XII, particularly to investigate the model's latent variables to demonstrate how and to what degree components of professional development link with each other. Proposing and validating a suitable model of the professional development of public-school teachers in region XII can offer suggestions to enhance the quality of both teaching/learning settings and teacher professional development.

Research Objectives

This study aims to determine the best fit model for the professional development of public school teachers concerning their time management, work task motivation, and aspect of identity orientation. Specifically, this study dealt with the following objectives: To assess the level of time management of public school teachers in terms of importance of time management, self-conscious time management, general planning

time management, coping with time management, implementation efforts. To ascertain the level of work task motivation of public school teachers, in terms of intrinsic motivation, identified regulation, introjected regulation, and external regulation. To evaluate the level of aspect of identity orientation of public school teachers in terms of personal identity orientation, relational identity orientation, social identity orientation, collective identity orientation. To find out the level of professional development of public school teachers in terms of thematic knowledge, learning environment, cooperation, educational technology, research base, educational planning, evaluation and development of human resources. To determine the significant relationship between, time management and professional development, work task motivation and professional development, aspect of identity orientation and professional development. To find out which exogenous variable best influences the professional development of public school teachers. Lastly, to discover which model best fits the professional development of public school teachers.

Hypothesis

The following null hypotheses were tested at a 0.05 level of significance. There is no significant relationship between the time management and professional development, work task motivation and professional development and aspect of identity orientation and professional development. There is no exogenous variable that best influences professional development of public school teachers and there is no model that best fits professional development of public school teachers.

LITERATURE REVIEW

Time Management

Time Management is the systematic allotment and scheduling of daily schedules in such a way as to waste as little time as possible when going about the many daily sundry tasks that people are likely to do every day. It is more than just setting a schedule and following it; however, good time management may also include on-the-spot assessments and adjustments that need to make to maintain efficiency and flow (Baothman et al., 2018). Time management is most marked in daily schedules that demand quick changes of pace, such as hectic workflows that include multiple extreme changes in stressful activities (Scherer et al., 2017).

The first indicator is the importance of time management. Managing time is undoubtedly important, but many do not realize its importance is not limited to scheduling and planning. The consensus is that time management is a conscious effort to control events during a person's daily life (Ghiasvand et al., 2017

The second indicator is self-conscious time management. Time management is an example of self-discipline. It is a show of control and productive habits, and more often than not, other people do notice others with excellent time management (Hensley et al., 2018). This is important for those individuals who occupy a position of authority, as it is very likely that they are being observed and emulated, whether they are aware of it. Employees often look to their superiors for how to act, and these superior's examples may very well influence how they will develop as individuals(Grissom et al., 2013).

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The third indicator is general planning time management. Planning is a core component of any good schedule. When managing time, it is essential to practice foresight to cover as many possibilities as possible when planning (Sainz et al., 2019). As discussed earlier, rigid scheduling and time management is counter-productive, hence the need for predictive analysis before commitment. This isn't to say that one must have a plan for everything, but rather that the plans made must be flexible enough to be changed at a moment's notice to adapt to any given situation (Waseem, 2017).

The fourth indicator is coping with time management. Managing time management is part of the psychological aspect of time management that exploits its secondary effects on the human psyche. Most humans crave order or routine and get anxious when presented with the unfamiliar or unexpected (Farrel, 2017). This type of reaction to such events is often known as stress reactions and causes physiological changes such as difficulty sleeping, loss of appetite, and fatigue. For prolonged stress, severe conditions may occur, such as cardiac problems and intense shifts in weight (Hafner et al., 2014).

The fifth indicator is implementation efforts. Implementing time management is a simple thing – on paper. On the other hand, people are often individuals of habit and routine. If not trained during one's childhood years, when the mind is susceptible and malleable, even attaching one's daily activities to a strict set of rules can be off-putting (Speights et al., 2017). For the uninitiated to perform proper time management, they must first acclimatize their mindset to what they need to do and how to maintain it (Farrel, 2017; Rampton, 2018).

Work Task Motivation

In arranging for tasks to be done and doing essential tasks for oneself, the most crucial part is always the one that precedes all others – motivation. Task motivation is said to be the most important as it is the one that influences the quality and efficiency of all actions taken before it. Humans, in general, are emotional and social creatures, and we are subject to our whims as often as the winds of our fancy take us (Hafenbrack & Vohs, 2018). Any task we do is subject to personal motivation. One can say that they are employed and still being forced to work, but it still stands that the quality of that work and how it can be done are heavily dependent on one's motivation (Scholer & Miele, 2016).

The first indicator is intrinsic motivation. Motivation is a personal reason for partaking in an activity, and being inherent means that this reasoning originates within a person's psyche. Past studies on the phenomenon of 'flow' describe it as a form of deep absorption and enjoyment of what one is doing (Nakamura et al., 2019). More modern terms include immersion and, indeed, intrinsic motivation. The statement, 'time flies when you're having fun' often correlates to this phenomenon and highlights that being within the flow of activity often makes it more enjoyable and therefore boosts motivation for doing it (Johnson & Peters, 2014).

The second indicator is identified regulation. Identified regulation is another personal motivator for many. However, there are no external stimuli for it. In a sense, identified regulation is a form of personal

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enlightenment that something is worth doing or adopting because it is beneficial in the long run. Unlike other motivational stimuli, it is neither selfish nor selfless but self-serving (Forbringer & Fuchs, 2014). A person may find a particular skill being forced upon them to learn but later realizes that said skill introspectively will be very beneficial to them. Thus, they happily adapt to the learning of said skill without outside duress (Crowston & Fagnot, 2018).

The third indicator is introjected regulation. This motivation stage relies on an individual's subjective internal push and pull. It is a controlling form of motivation that draws on self-made sanctions and pressures, such as ego and pride. It seems to be both self-destructive and narcissistic. It also represents the first step in progressing one's independence in motivation (Murayama, 2018). One who is capable of internalizing the stimuli for their inspiration can begin to be introspective about their sources of reason, which will, in turn, trigger the development of identified regulation (Kanfer et al., 2018).

The fourth indicator is external regulation. This stage in the motivational cycle is the first step and often deals with external stimuli. People strive every day to obtain what they want and need, and this type of motivation is the most common one can experience or observe in other people's day-to-day lives (Legault, 2016). Having an external motivator differs from an internal one in that a third party is often the source of the motivation when one threatens a child to eat their vegetables or won't get ice cream. This is an example of using an outside source – the ice cream – to trigger the desired response: eating vegetables (Braver et al., 2014).

Aspect of Identity Orientation

The aspect of Identity orientation is a blanket term that refers to one's conscious and subconscious efforts to maintain personal identity under societal pressures (Schaefer & Northoff, 2017). As social creatures, humans are often in the presence of others of varying opinions. To normalize into society, we often emulate individuals of interest in our childhood and continue to filter those desirable traits as we age (Cheek & Cheek, 2019). Over time as we mature, we adopt more and more of the outside world and make it our own and personal self. This sets a precedent for our unique personalities.

The first indicator is personal identity orientation. Personal identity is one of the most important and sometimes least observed facets of our identities. This is the Identity we are when we are alone in a room or when no one is observing us (Dicker, 2019). This identity can be thought of as the face beneath the mask. When outside or at work or play, humans inadvertently wear specific masks that hide their true selves to 'fit in.' Social rigors often demand that we behave precisely, which is our primary means of adapting to such demands (Staley, 2019).

The second indicator is relational identity orientation. Relational Identity can be defined as who we are when we step into a role (Walter, 2019). Like role-playing, we often take on or at least try to emulate the qualities necessary for the task at hand. When one is incapable of standing in front of a crowd, we often try to project ourselves as someone else to mitigate the relationship between the person standing up on stage

and ourselves – in this way do, some people adapt to difficult situations and even excel at them (Bitenc, 2019).

The third indicator is social identity orientation. Our social Identity is the façade we use to alleviate society itself. While ingrained during our early years, societal norms often differ slightly from our personal beliefs in subtle and hidden ways (Mikkola, 2019). When these differences somehow inconvenience us, whether actual or perceived, we blank it out and put on an act that is much more favorable for society. In this way, we can live as 'civilized' individuals outside without betraying who we are in private (Scheepers & Ellemers, 2019).

The fourth indicator is collective identity orientation. Collective Identity is a person's sense of belongingness within a group. When individuals find commonality between themselves and a group of people, they often go to great lengths to find some way to be accepted (Antweiler, 2019). Perhaps one of the more popular forms of this type of identity orientation is nationalism or patriotism. We should feel no inclination or connection to our country of origin. We were born and raised here, yet we have a solid emotional reaction whenever one of our own is harassed by foreigners, and blind prejudice often results against any transgressions made against our countrymen (Woods-Marsden, 2019).

Professional Development

As the name suggests, Professional Development is the maintenance and development of professional credentials, skills, and qualifications of an individual who practices professionally (Kulgemeyer & Riese, 2018). In most countries, this involves regularly having oneself assessed and certified, attending seminars and skill workshops, and staying up to date on all relevant innovations regarding technique and methodology that apply within their given practice (Vermette, 2016).

The first indicator is thematic knowledge. Thematic knowledge refers to the accumulated wisdom of an individual being tied together in the form of a common theme. In simpler terms, it is where adequate knowledge can be placed together in such a way as to 'connect the dots' (Wang et al., 2018). This form of correlation can only be done when sufficient understanding is achieved on two or more related topics, and this understanding is then used to form insights that use information from both to come to a significantly more informed decision than using just one area of knowledge (Marin et al., 2018).

The second indicator is the learning environment. The learning environment, traditionally speaking, has always been referred to as the classroom. However, this terminology is often frowned upon in today's modern context (Paddison & Mortimer, 2016). Instead, it refers to the variety of physical locations, cultures, and situations that students are made to learn. Of course, it is unavoidable that this still refers to a classroom; however, it is essential to note that the learning environment is not influenced merely by the physical location of learning (Sandberg, 2017).

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The third indicator is cooperation. Aside from being an excellent judge of leadership skills, this particular indicator is also one of the most integral values of modern society (Srholec, 2015). Any professional in any field must, at one time or another, work together with another to achieve a common goal, and practical cooperation should always produce a result more significant than the sum of its parts. Collaboration should be introduced as a better means to an end in the classroom. If students are capable of cooperating, they will learn to value to products of teamwork and therefore be more flexible in their future decisions and actions (Quibo et al., 2016).

The fourth indicator is educational technology. Technology itself has been on the minds and phone screens of many people. However, educational technology, that technology is focused on giving the educator a leg up on traditional teaching methods by augmenting them with technology (Price & Kirkwood, 2014). Whether it's utilizing the internet to assign lectures and disseminate grades or using some of the most powerful holographic projectors to demonstrate the anatomy of a whale's heart, technology has been making itself known as a convenient, albeit expensive, tool in the pursuit of education (Lee et al., 2016).

The fifth indicator is research base. A research base has many definitions for professionals. Notably, this can mean the various physical and institutional resources one has to conduct research (Barber & Schwarz, 2013). Another would be the store of knowledge one has to form probable theories in aid of research. Collectively, we can mean that all a person has to aid them in pursuing research can be termed as that person's research base (Ostern, 2016).

Indeed, the importance of a research base is not something that can be ignored. While professionals are often given leave on whether or not to contribute to their career's knowledge base, it is their responsibility and duty to prepare suitable research material when they choose to advance their certifications (Reetz, 2019). While this might seem far from the personal interest of each professional, increasing the knowledge of the collective can lead to innovations that are so crucial to the progress of humanity (Alvunger & Wahlström, 2018).

The sixth indicator is educational planning. Educational planning is the deliberate process of setting up the strategies, policies, procedures, programs, and standards through which an educational objective may be attained (Almanie, 2018). By its very nature, it is a deliberate and systematic process, so it doesn't happen by chance. Since it needs the conscious effort of an individual, the resources and considerations need to be deliberate and with purpose. A goal-oriented plan minimizes waste and efficiency, which should be ever-present in any large organization dealing with education (Douse & Uys, 2018).

The seventh indicator is evaluation. Evaluation in education is the appraisal of the aspects that make up the educational process. There are two primary purposes of evaluation in an academic setting. One is the evaluation of the skills and efficacy of educators on their students, and the second is the educators' evaluation of the students' progress. Both are equally important in the overall educational success of the

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student. One maintains the quality of education, and the other allows for an effective feedback mechanism to assess whether said education is effective or not (Koloi-Keaikitse & Fai Hui, 2017).

The eighth indicator is development of human resources. Professional development takes on many roles, one of which is human resources management. When one has progressed enough in their career can be placed in such a position as to be responsible for the planning, recruiting, selection, induction, training, development, and safety of their colleagues (Sun et al., 2017). Such a responsibility often draws on one's social skills and judgment, where one must strike a fair balance between the employee's interests and the organization's well-being. Any professional career has one or more human resource management forms, albeit to varying degrees (Reza et al., 2018).

Correlation between Measures

Time management is a blanket term for efficient scheduling. In terms of professional development is a critical factor that derives most of its importance because it makes every action efficient and time-bounded. Efficiency is a must for any professional; it keeps them valuable as an asset and minimizes waste for whoever hires them (Janeslätt et al., 2015). Efficient time management also enables professionals to completely control their time and mental state. That is to say, and a well-managed schedule can mitigate the stressors and psychological impact of time management.

Warren's (2016) study proposed a correlation between time management and professional development. Teaching is a very demanding profession, one where the individual involved will always have limited time to perform. This applies to both students and teachers equally and determines their career progress. Time management allows one to consciously take control of their actions and schedules, letting them refine efficiency, decision making, and on-the-spot prioritization. While this is true for teachers, their modeling of this social construct also provides a framework on which students can shape themselves, lending to its support of the social learning theory.

Motivation in itself is pretty self-explanatory. It is the driving force of humanity to do things. Every organizational goal requires physical, financial, and human resources to accomplish these goals (Lapointe & Perreault, 2013). Through motivation, the available human resources persuade to work towards it. Building willingness is the first step in any endeavor, especially in a group of people with a wide range of personal motivators and a myriad of professional attitudes. Any professional aiming to develop their skills must first show competence in motivating themselves and those subordinate to them (Green & Lynn, 2017).

For educators, this skill is doubly indicative of their professional development as it directly reflects how well they are capable of motivating their students (Ednie & Stibor, 2017). As young minds, it is often difficult to impress the importance of education on students, and it gets even more complex the more they develop their independent minds. Well-developed professionals are capable of primary motivation and identifying the specific state of inspiration that their charges are experiencing currently. Those in the stage of

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amotivation may give much-vested interest, while those in extrinsic motivation may be given a chance to identify what truly drives them in life (Karimi & Zade, 2019).

Indeed, the importance of individual motivators is often a topic of discussion that hides under the table. The human resource manager must always seem fair by compassion. They are charged with the interests of both organization and employee, and maintaining a balance between the two is a challenge in and of itself (Tezci et al., 2015). Overall, motivating either colleague or an organization is a tricky task of careful social and emotional balance. Any well-developed professional must have excellent social and psychological skills to perform well (Gardner & Yung, 2017).

Finally, motivation can be seen as the cornerstone of action and self-progress. Without proper work-task motivation, all effort towards professional development will be half-hearted. Should the teacher lack such motivation, they will only be impeding their progress and sowing self-doubt for their future selves (Wan-Shuai et al., 2019).

Professional development relies on the individual maintaining a solid sense of self throughout their career. Any professional career is fraught with strong-willed individuals, and anyone aiming to climb the ladder of success must fight tooth and nail against opposing opinions and problematic attitudes (Nguyen & Sidorova, 2018). In this instance, personal identity orientation is fundamental. This persona enables an individual to provide a suitable face at work – a professional look – and remain at home. In this way, they avoid the stress of forcing their own identity to warp to suit others and can develop introspective peace when shrouded by privacy (Barber, 2015).

All literature and article referenced herein greatly aided in formulating answers that conclusively affirmed this study. The relationships of the variables, including how these variables were identified by their indicators and how these indicators interacted with the other variables, were sufficiently highlighted with the aid of these references. The information contained within these literary pieces, written by other scholars and researchers worldwide and across both language and culture, contributed significantly to the understanding and eventual formulation of the theoretical framework – and by extension, the questionnaire used and developed for the specific purpose of accomplishing this study to satisfaction.

Theoretical Framework

The researcher attempted to explain the professional development of public-school teachers. To have a clear understanding of the nature of professional development, this research study was anchored on the following credible authorities:

This study applied the Social Learning Theory of Bandura (1977) to anchor the study's assumptions together. This theory deals with individuals being influenced by those they see as models and therefore adopting those personalities and habits they deem admirable and beneficial. In the case of the study, the qualities that affect professional development can be imprinted on students and used as a basis for planning

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out the actions and interventions done to improve said professional development. In this way, not only are teachers and staff able to come up with more effective methodologies for improving themselves, but the positive feedback extends to their students.

Bandura's theory is supported by several others, mostly centering on adult cognitive and social functioning development. Piaget's (1971) Stage Theory proposes that an adult's life is only one stage of development and that care must be taken not to waste it. Piaget also put forward the Cognitive Development theory to explain man's continued growth throughout life. Vygotsky (1987) then cements it all to the social structure of society in his Sociocultural Theory, providing the demand and necessity for social interaction to stimulate the growth and development of the human mind.

In this study, the influencing factors that contribute to the professional development of teachers are time management, work task motivation, and aspect of identity orientation that teachers experience within and among themselves. In their study, Cassels et al. (2016) showed the impact of proper time management on workplace efficiency and personal development. Their research defined time management as the productive utilization of one's time, especially at work. Their study supports Bandura's Social Learning Theory. Time management is one of the qualities of people best perceived and mimicked by others, turning each individual into a role model.

Finally, Hoag and Richardson (2015) provided a link between the aspect of identity orientation and professional development. They showed that part of identity varies between states of mind, and specific conditions of mind can bring on attitudes and actions that would usually be put away as inappropriate. Specifically, workplace identities can be seen as one person's most productive effect to adopt as it requires them to apply their skills and exude an air of professionalism. Both students and colleagues can see this aura, lending credence to the social learning theory as an anchor for people to imitate.

Conceptual Framework

The postulated models are made up of two kinds of latent constructs: exogenous variables and endogenous variables. This study's exogenous factors include time management, work task motivation, and aspect of identity orientation. Professional development, on the other hand, is an endogenous variable. Because latent variables are not immediately observed, they cannot be measured directly. Each latent concept was related to several measurements or observable variables. As a result, one of the critical concerns of this study will be the number of regression lines from the latent variable to the observed variables.

Latent time management has five indicators: the importance of time management, self-conscious time management, general planning time management, coping with time management, and implementation efforts. The importance of time management is its general effect on individual workflow. Self-conscious time management refers to the awareness an individual has of their own time. General planning time management is the capacity one has to organize their time as efficiently as possible. Coping with time management is one person's ability to adjust to varying strain levels due to limited time. And

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implementation efforts are how well the person can correlate each of these variables into a working whole (Ahmed, 2018).

The latent work task motivation has four indicators: intrinsic motivation, identified regulation, introjected regulation, and external regulation. Intrinsic motivation comes from within, without external stimuli. Identified regulation is the individual's perception of their wants and needs; introjected regulation is the needs presented to an individual to motivate them; external motivation is one of the extrinsic rewards or punishment to inspire (Cortright et al., 2015).

The latent aspect of identity orientation has four indicators: personal identity orientation, relational identity orientation, social identity orientation, and collective identity orientation. Personal identity orientation refers to one's own identity, or that of personal identity; relational identity relates to one's role assumption when with other people; social identity is the identity presented to society to fit in; and collective identity is one of assimilating within a large group (Gal et al., 2014).

Professional development consists of eight indicators: thematic knowledge, learning environment, cooperation, educational technology, research base, educational planning, evaluation, and development of human resources. Thematic knowledge refers to an individual's ability to relate multiple subjects to each other; learning environment refers to all physical and metaphysical factors that affect the space dedicated to learning; cooperation is one's ability to coordinate with others for a common goal; educational technology is a specialized technology that is aimed at aiding teachers and other educators; research base is one's base knowledge that can assist in formulating new conclusions; educational planning is how well one can organize the flow of lessons on teaching curriculum; evaluation is one of the classic ways to assess progress, whether students or teachers; and human resources management is how well human resources are husbanded in the direction of progress (Evers et al., 2016).

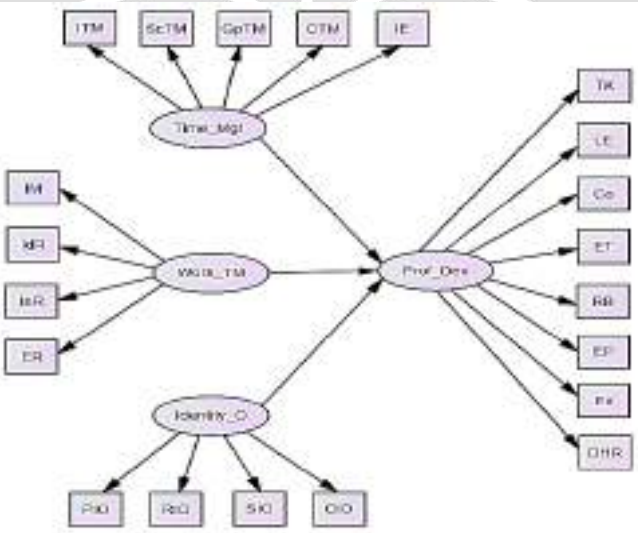

Figure 1: Hypothesized Model 1 Showing Direct Causal Relationship of Time Management, Work Task Motivation, and Aspect of Identity Orientation on Professional Development

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Legend:

Time_Mgt – Time Management	InR – Introjected Regulation	LE – Learning Environment
ITM – Importance of Time Management	ER – External Regulation	Co – Cooperation
ScTM – Self-conscious Time Management	Identity_O –Aspect of Identity Orientation	ET – Educational Technology
GpTM – General Planning Time Management	PIO – Personal Identity Orientation	RB – Research Base
CTM – Coping with Time Management	RIO – Relational Identity Orientation	EP – Educational Planning
IE – Implementation Efforts	SIO – Social Identity Orientation	Ev – Evaluation
Work_TM – Work Task Motivation	CIO – Collective Identity Orientation	DHR – Development of Human
IM – Intrinsic Motivation	Prof_Dev – Professional Development	Resources
IdR – Identified Regulation	TK – Thematic Knowledge	

Figure 1 shows the Hypothesized Structural Model 1 with the single-headed arrow representing the direct causal relationship of latent exogenous variables, time management, work tasks motivation, and aspect of identity orientation, to the latent endogenous variable, professional development.

The exogenous and endogenous variables or latent variables are represented with an oval shape, as shown in the model. They are also known as the unobserved or unmeasured variables. On the other hand, observed and unobserved variables are represented with rectangular shapes. SEM allows linking observed and unobserved variables as the preliminary step in a formal and statistically valid procedure. Aside from the latent and observed variables, there is also a residual error term that associates each with the other that forms the cornerstone of the overall model and how it is represented - usually in an E-shape or error. Double-headed arrows represent correlation and interrelationship between variables, while single-headed arrows are for the causal and direct relationships between latent endogenous variables, latent exogenous variables, and measured variables.

RESEARCH METHOD

The study utilized quantitative, non-experimental design of research using the descriptive-correlational technique, and the structural equation model (SEM) was used to get the best fit model. First, it employs the descriptive-correlation method of research, which this method is a measure of relations of the variable with the changeable level of extent. The correlational technique was utilized to ascertain the correlations between and among the variables. Through the correlation method, relationships between time management, work task motivation, and aspect of identity towards professional development were established. Positive correlations show that two sets of scores rise or fall together. Negative or inverse correlations indicate that while one group of scores rises, the other set falls.

Secondly, this study used a structural equation model (SEM). Structural Equation Modeling is a statistical technique used to show the causal relationship between variables. This process can quantify the

interrelationships of professional development to time, management, work tasks motivation, and aspect of identity orientation among the teaching force of the selected public schools found in Region XII.

The respondents of this study were the public-school teachers in region XII. They are the ones who fit respondents for the study since the study sought to evaluate the professional development of teachers of selected public schools. They could provide helpful information to test the hypothesis of the study.

Random sampling was the preferred method to establish the number of participating schools per division. The study chose 500 respondents according to what was appropriate according to the Structural Equation Model used, which itself followed the standards used by Haile and Altmann (2016).

This study focuses on the teachers' professional development in their working environment. Thus, the study respondents are primarily public-school teachers in region XII. Excluded groups are students, parents, school heads, and DepEd Officials. Respondents participating in the study may be withdrawn from the study if they have committed acts that compromise the integrity of the study as falsification, plagiarism, or other moral and ethical offenses.

Likewise, they may also choose to withdraw for health reasons or special needs. Additionally, any sense of discomfort or disagreement with the study's methodology will also be grounds for any respondents to remove themselves. Respondents may provide the reason for their withdrawal, but they are not required to give any reason for any such action.

This questionnaire consisted of variables such as professional development, time management, work tasks motivation, and aspect of identity orientation. There are four instruments used in this study: Professional Development Scale, Time Management Scale, Work Task Motivation Scale, and Aspect of Identity Orientation Scale.

The following statistical techniques were used to compute data and test hypotheses at 0.05 level of significance.

- Mean. Means was used to measure the levels of all the independent variables namely: time management, work tasks motivation, and identity orientation, and the dependent variable - professional development.
- Pearson (r). This was applied to determine the interrelationship between time management, work tasks motivation, identity orientation, and professional development.
- Regression Analysis. This was employed to predict the value of each indicator of latent exogenous variables, and to determine which among the indicators best influenced the professional development of public school teachers.
- Structural Equation Modeling (SEM). This was utilized to investigate the best fit model for public school teachers' professional development. In order to examine the latent variables, factor analysis was used.

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RESULTS AND DISCUSSION

Level of Time Management

Presented in Table 1 is the summary of the responses on the level of time management of public-school teachers. Five indicators measure this: the importance of time management, self-conscious time management, general planning time management, coping with time management, and implementation efforts. As reflected in the table, the five indicators of time management generated an overall mean of 4.41 or very high. This result means that time management in terms of importance (4.68 or very high), self-conscious (4.54 or very high), general planning (4.24 or very high), coping (4.33 or very high) and implementation efforts (4.30 or very high) were always manifested by public school teachers in Region XII.

Table 1. Level of Time Management

Indicator	SD	Mean	Descriptive Level
Importance of Time Management	0.40	4.68	Very high
Self-conscious Time Management	0.44	4.54	Very high
General Planning Time Management	0.54	4.24	Very high
Coping with Time Management	0.48	4.33	Very high
Implementation Efforts	0.53	4.30	Very high
Overall	**0.38**	**4.41**	**Very high**

Level of Work Task Motivation

Presented in Table 2 is the level of work task motivation of teachers in public schools. The table indicates the overall mean of 4.47, described as high in terms of the indicators of work tasks motivation namely intrinsic motivation, identified regulation, introjected regulation, and external regulation. This result implies that the work tasks motivation as perceived by the public-school teacher is always manifested. The results showed that the identified regulation had the highest mean of 4.38, which the table describes as very high. Intrinsic motivation was rated as the second-highest, with a mean of 4.37 or very high. The other indicators, introjected and external regulation, obtained mean ratings of 4.11 and 3.64, respectively, denoting high level.

Table 2. Level of Work Task Motivation

Indicator	SD	Mean	Descriptive Level
Intrinsic Motivation	0.58	4.37	Very high
Identified Regulation	0.53	4.38	Very high
Introjected Regulation	0.67	4.11	High
External Regulation	0.75	3.64	High
Overall	**0.47**	**4.12**	**High**

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Level of Aspect of Identity Orientation

Reflected in Table 3 is the level of aspect of identity orientation, particularly the indicators, namely: *personal, relational, social, and collective identity orientation*. The table shows that the indicators of aspect of identity orientation obtained an overall mean of 4.19, which denotes high; that is, the aspect of identity among public school teachers in region XII is always manifested.

Among the indicators, the level of aspect of identity orientation in terms of *personal identity orientation* had the highest mean of 4.45, described as *very high*, and *relational identity orientation*, with a mean of 4.38, was *very high*. This result means that public school teachers perceive that their aspect of personal and relational identity orientation is always manifested.

However, the indicators *social identity and collective identity orientation* registered a mean of 3.78 and 4.16, respectively. This result indicates that public

Table 3. Level of Aspect of Identity Orientation

Indicator	SD	Mean	Descriptive Level
Personal Identity Orientation	0.46	4.45	Very high
Relational Identity Orientation	0.52	4.38	Very high
Social Identity Orientation	0.64	3.78	High
Collective Identity Orientation	0.57	4.16	High
Overall	**0.54**	**4.19**	**High**

Level of Professional Development

Exhibited in Table 4 is the level of professional development of public-school teachers in Region XII as measured by the eight indicators. These indicators include *thematic knowledge, learning environment, cooperation, educational technology, research base, educational planning, evaluation, and development of human resources*. The said table discloses the mean of 4.42, which denotes *very high* among eight indicators of professional development; that is, the professional development of the public-school teachers is always manifested.

Table 4. Level of Professional Development

Indicator	SD	Mean	Descriptive Level
Thematic Knowledge	0.48	4.55	Very high
Learning Environment	0.46	4.64	Very high
Cooperation	0.51	4.42	Very high
Educational Technology	0.51	4.47	Very high
Research Base	0.65	3.90	High
Educational Planning	0.50	4.47	Very high
Evaluation	0.53	4.40	Very high
Development of Human Resources	0.46	4.53	Very high
Overall	**0.39**	**4.42**	**Very high**

In addition, we can note that public school teachers performed high in terms of professional development in terms of the *learning environment*, with a mean of 4.67 or *very high*. Likewise, in terms of *thematic knowledge*, the study observed that the mean rating of 4.55 also denotes *very high*. The other indicator, such as the *development of human resources*, had a mean of 4.53 or *very high*. Moreover, the mean *for educational technology* and *educational planning* registered at 4.47 or *very high*. Also, the indicators *cooperation* and *evaluation* have a mean of 4.42 and 4.40, respectively. However, among the eight indicators of professional development, only the *research base* indicator got a mean of 3.90, which denotes a *high level*.

Correlation between Time Management and Professional Development

Presented in Table 5 is the correlation between Time Management and Professional Development of public school teachers in Region XII. We can note that the overall computed r-value is 0.695 with a probability level of .000 at a 0.05 level of significance. Thus, the null hypothesis is rejected. This result means a relatively strong positive significant relationship between time management and teachers' professional development in region XII public schools.

In particular, the data revealed that all indicators of time management showed a significant relationship to professional development in terms of thematic knowledge, learning environment, cooperation, educational technology, research base, educational planning, evaluation, and development of human resources. All their P-values are less than 0.05.

Table 5. Significance on the Relationship between Time Management and Professional Development of Public School Teachers in Region XII

Time Management	Professional Development								
	TMK	LEE	COO	EDT	REB	EDP	EVA	DHR	Overall
Importance of Time Management	.526** .000	.493** .000	.432** .000	.457** .000	.276** .000	.516** .000	.481** .000	.502** .000	.596** .000
Self-conscious Time Management	.456** .000	.394** .000	.341** .000	.415** .000	.277** .000	.442** .000	.371** .000	.408** .000	.507** .000
General Planning Time Management	.424** .000	.373** .000	.467** .000	.382** .000	.421** .000	.429** .000	.458** .000	.365** .000	.551** .000
Coping with Time Management	.501** .000	.420** .000	.437** .000	.410** .000	.366** .000	.469** .000	.435** .000	.421** .000	.568** .000
Implementation Efforts	.450** .000	.423** .000	.456** .000	.408** .000	.333** .000	.462** .000	.439** .000	.381** .000	.550** .000
Overall	**.587** .000**	**.524** .000**	**.538** .000**	**.517** .000**	**.425** .000**	**.579** .000**	**.548** .000**	**.515** .000**	**.695** .000**

Legend:

TMK – Thematic knowledge
LEE – Learning environment
COO – Cooperation
EDT – Educational Technology
REB – Research base
EDP – Educational planning
EVA – Evaluation
DHR – Development of human resources.

Correlation Between Work Task Motivation and Professional Development

Similarly, displyed Table 6 is the relationship between work task motivation and professional development. The result reveals that the work task motivation has a significant relationship with professional development with an r-value of 0.580 with a p-value of less than 0.05 level of significance. Therefore, the null hypothesis is hereby rejected. It could be confirmed that there is a significant relationship between work task motivation and the professional development of public-school teachers in region XII.

When the independent variable work task motivation was correlated with professional development, the indicators – intrinsic motivation, identified regulation, and introjection regulation showed a significant relationship to thematic knowledge, learning environment, cooperation, educational technology, research base, educational planning, evaluation, and development of human resources. as their indicated p-values are all less than 0.05 level of significance.

Meanwhile, the indicator external regulation significantly correlates to thematic knowledge, cooperation, educational technology, research base, educational planning, and evaluation. Their indicated p-values are all less than the 0.05 level of significance. However, external regulation established no significant relationships with the learning environment and development of human resources since it registered a p-value of 0.072 and 0.128, both greater than the 0.05 level of significance, respectively.

Table 6. Significance on the Relationship between Work Task Motivation and Professional Development of Public School Teachers in Region XII

Work Task Motivation	**Professional Development**								
	TMK	LEE	COO	EDT	REB	EDP	EVA	DHR	**Overall**
Intrinsic	.450**	.426**	.460**	.409**	.363**	.444**	.454**	.386**	**.558****
Motivation	.000	.000	.000	.000	.000	.000	.000	.000	**.000**
Identified	.521**	.462**	.476**	.439**	.361**	.439**	.449**	.430**	**.587****
Regulation	.000	.000	.000	.000	.000	.000	.000	.000	**.000**
Introjected	.334**	.350**	.431**	.300**	.404**	.363**	.398**	.295**	**.480****
Regulation	.000	.000	.000	.000	.000	.000	.000	.000	**.000**
External	.105*	.081	.204**	.174**	.235**	.097*	.124**	.068	**.188****
Regulation	.019	.072	.000	.000	.000	.030	.005	.128	**.000**
Overall	**.444****	**.416****	**.508****	**.424****	**.448****	**.426****	**.455****	**.370****	.580**
	.000	**.000**	**.000**	**.000**	**.000**	**.000**	**.000**	**.000**	.000

Legend:

TMK – Thematic knowledge

LEE – Learning environment

COO – Cooperation

EDT – Educational Technology

REB – Research base

EDP – Educational planning

EVA – Evaluation

DHR – Development of human resources

Correlation Between Aspect of Identity Orientation and Professional Development

Depicted in Table 6 in the relationship between the aspect of identity orientation and professional development. It can glean from the table that the overall r-value is 0.592 with a corresponding p-value of 0.000, which is less than the 0.05 level of significance. This would lead us to the rejection of the null hypothesis. This implies a relatively strong positive significant relationship between the aspect of identity and professional development of public-school teachers in the region.

The result revealed that all indicators of aspect of identity orientation were positively correlated with the professional development of public school teachers since the P-value was less than 0.05. The overall r = value was 0.621 on personal identity orientation, 0.538 for relational identity orientation, 0.331 on social identity orientation, and 0.427 on collective identity orientation. Data showed a positive association between the two variables.

Table 7. Significance on the Relationship between Aspect of Identity orientation and Professional Development of Public Teachers in Region XII

Aspect of Identity	**Professional Development**								
	TMK	LEE	COO	EDT	REB	EDP	EVA	DHR	**Overall**
Personal Identity Orientation	.554** .000	.489** .000	.490** .000	.476** .000	.332** .000	.490** .000	.499** .000	.474** .000	**.621** **.000**
Relational Identity Orientation	.447** .000	.457** .000	.451** .000	.434** .000	.268** .000	.424** .000	.390** .000	.440** .000	**.538** **.000**
Social Identity Orientation	.220** .000	.186** .000	.304** .000	.285** .000	.355** .000	.189** .000	.250** .000	.159** .000	**.331** **.000**
Collective Identity Orientation	.414** .000	.344** .000	.346** .000	.358** .000	.251** .000	.304** .000	.265** .000	.330** .000	**.427** **.000**
Overall	**.478** **.000**	**.442** **.000**	**.498** **.000**	**.477** **.000**	**.397** **.000**	**.431** **.000**	**.451** **.000**	**.416** **.000**	.592** .000

Legend:

TMK – Thematic knowledge

LEE – Learning environment

COO – Cooperation

EDT – Educational Technology

REB – Research base

EDP – Educational planning

EVA – Evaluation

DHR – Development of human resources

Influence of Time Management, Work Task Motivation, and Aspect of Identity Orientation on the Professional Development

The multiple regression analysis results presented in Table 8 showed that among all independent variables included in the regression analysis, the predictors were: work task motivation and aspect of identity orientation. These were the variables revealed to have significant predictors of professional development since the computed p-value were all less than $\alpha = 0.05$.

Moreover, it can also be explained in table 6 that the variables work task motivation and aspect of identity orientation as predictors of professional development have a positive standardized beta and a significant influence on professional development ($p < 0.05$). The regression table model significantly predicts the outcome variable. The r2 value is 0.131, which means that the factors explain 13.10% of variances in the model.

It can be noticed that the work task motivation and aspect of identity orientation in the multiple regression analysis results among the independent variables included in the regression analysis were only the predictors. These were the variables revealed to have significant predictors of professional development since the computed p-value was less than the $\alpha= 0.05$ with an equation: PD = 1.996 + 0.183(WTM) + 0.275(AOI).

Furthermore, the findings can be concluded that for every unit increase in work task motivation and aspect of identity orientation, there is a corresponding increase in professional development by 0.151 and 0.269, respectively.

Table 8. Influence of Time Management, Work Task Motivation, and Aspect of Identity Orientation on the Professional Development

Professional Development				
Exogenous Variables	*B*	β	*t*	*Sig.*
Constant	1.996		8.686	.000
Time Management	-.036	-.040	-.688	.492

Work Task Motivation		.183	.151	2.351	.019
Aspect of Identity orientation		.275	.269	4.285	.000
R	.362				
R^2	.131				
ΔR	.125				
F	21.327				
ρ	.000				

Best Fit Model

Figure 7 exhibits the causal relationship between exogenous variables the professional development. The framework also shows that all indicators are observed variables. As reflected in the model, the amount of variance explained by the combined influence of exogenous variables is 51%. Moreover, identity orientation has enormously contributed to work task motivation. Furthermore, the latent variables of aspect of identity orientation strongly contribute to the variations of their respective observed variables. In contrast, time management moderately contributes to interpreting its observed variables.

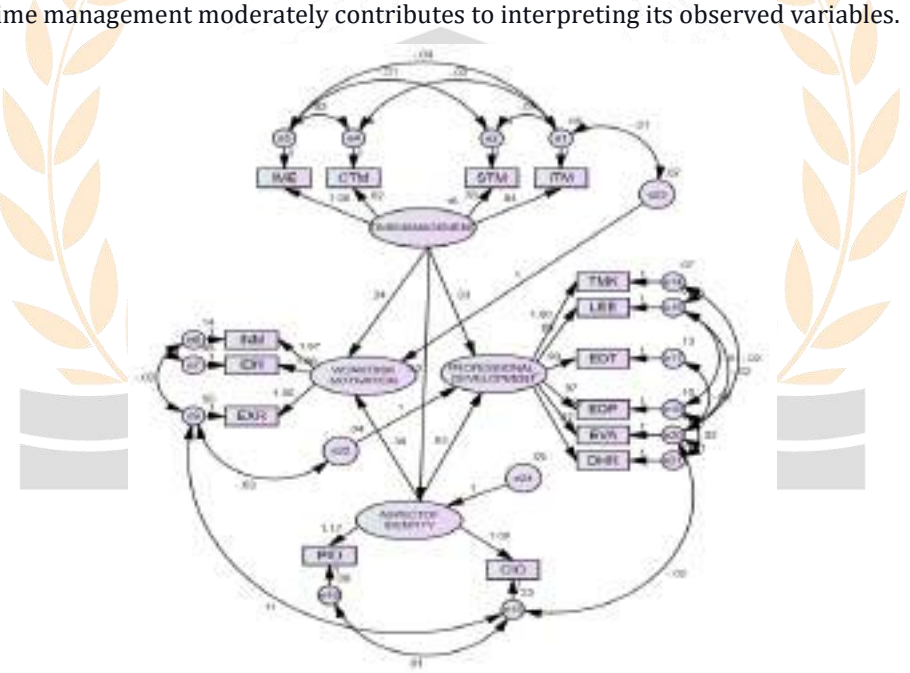

Figure 2. Best Fit Model of time management, aspect of identity orientation and their direct relation to professional development

Direct and Indirect Effect of the Independent Variables on Professional Development of Best Fit Model

Presented in Table 9 are the direct, indirect, and total effects of the independent variables on professional development. Time management and the aspect of identity orientation have an immediate impact on knowledge management. Among the exogenous variables, time management has a more significant

influence on professional development. At the same time, the aspect of identity orientation also has a direct effect but is less than the rest of the exogenous variables.

Table 9. Direct and Indirect Effects of the Independent Variables on Professional Development of Best Fit Model

Variables	Direct Effect	Indirect Effect	Total Effect
Time Management	-.324	.423	.747
Work Task Motivation	-	-	-
Aspect of Identity Orientation	.620	-	.620

Standardized Regression Weights of Structural Best Fit Model

Presented in Table 10 is the estimates of variable regression for professional development. The result showed that all the variables significantly predict professional development since the computed p-value is less than $\alpha = 0.05$. The table shows the effects of latent-to-latent variables and between measured and latent variables that were estimated to produce the regression weights. Results showed that relational leadership and organizational socialization significantly predict knowledge management.

Table 10. Estimates of Variable Regression Weights in Generated Best Fit Model

			Estimate	S.E.	Beta	C.R.	P-value
ASPECTOF_IDENTITY	<---	TIMEMANAGEMENT	.520	.067	.682	7.712	***
WORKTASK_MOTIVATION	<---	TIMEMANAGEMENT	.241	.075	.398	3.212	.001
WORKTASK_MOTIVATION	<---	ASPECTOF_IDENTITY	.388	.112	.489	3.464	***
PROFESSIONAL__DEVELOPMENT	<---	ASPECTOF_IDENTITY	.829	.186	.620	4.448	***
PROFESSIONAL__DEVELOPMENT	<---	TIMEMANAGEMENT	.330	.111	.324	2.960	.003
IME	<---	TIMEMANAGEMENT	1.000		.754		
CTM	<---	TIMEMANAGEMENT	.919	.058	.767	15.937	***
STM	<---	TIMEMANAGEMENT	.759	.063	.683	12.125	***
ITM	<---	TIMEMANAGEMENT	.838	.068	.840	12.286	***
EXR	<---	WORKTASK_MOTIVATION	1.000		.323		
IDR	<---	WORKTASK_MOTIVATION	1.862	.344	.842	5.419	***
INM	<---	WORKTASK_MOTIVATION	1.869	.357	.774	5.240	***

CIO	<---	ASPECTOF_IDENTITY	1.000		.537		
PIO	<---	ASPECTOF_IDENTITY	1.167	.108	.773	10.810	***
TMK	<---	PROFESSIONAL_DEVELOPMENT	1.000		.842		
LEE	<---	PROFESSIONAL_DEVELOPMENT	.895	.040	.786	22.563	***
EDT	<---	PROFESSIONAL_DEVELOPMENT	.897	.051	.712	17.416	***
EDP	<---	PROFESSIONAL_DEVELOPMENT	.966	.050	.783	19.311	***
EVA	<---	PROFESSIONAL_DEVELOPMENT	.999	.062	.773	16.085	***
DHR	<---	PROFESSIONAL_DEVELOPMENT	.868	.046	.764	18.770	***

Legend:

ITM – Importance of time management
STM – Self-conscious time management
CTM – Coping with time management
IME – Implementation efforts
INM – Intrinsic motivation
IDR – Identified regulation
INR – Introjected regulation
EXR – External regulation
PIO – Personal identity orientation
CIO – Collective identity orientation
TMK – Thematic knowledge
LEE – Learning environment
EDT – Educational technology
EDP – Educational planning
EVA – Evaluation
DHR – Development of human resources

Goodness of Fit Measures of Structural Best Fit Model

Presented in Table 11 is the criterion of each index indicating the qualification of a good model. This determines if the hypothesized model is good or not using the following indices: Chi-Square/Degrees of Freedom (CMIN/DF), Normed Fit Index (NFI), Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), Goodness of Fit (GFI) and Root Mean Square of Error Approximation (RMSEA).

Result revealed that the hypothesized model 5 was found to have indices that satisfy to the criteria of a very good fitting model. P-close > 0.05, CMIN/DF < 2, GFI > 0.95, CFI > 0.95, NFI > 0.95, TLI > 0.95 and RMSEA < 0.05.

Table 11. Goodness of Fit Measures of Structural Best Fit Model

INDEX	CRITERION	MODEL FIT VALUE
P-value	> 0.05	.098
CMIN/DF	0 < value < 2	1.233

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GFI	> 0.95	.979
CFI	> 0.95	.996
NFI	> 0.95	.980
TLI	> 0.95	.994
RMSEA	< 0.05	.022
P-Close	> 0.05	1.000

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

Presented in table 12 is the summary of standard fit indices of the structural models. It can be gleaned from the table that models 1 – 4 failed to satisfy some of the criteria in each index; thus, these models are considered not good fit models for professional development. Moreover, it can be seen that all standard fit indices of model 5 are within the required criteria. This implies that model 5 is the best. Thus, the null hypothesis is rejected, stating that no structural model best fits professional development.

Table 12. 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	7.328	.778	.796	.772	.769	.113	.000
2	.000	5.792	.818	.847	.822	.825	.098	.000
3	.000	4.919	.832	.875	.848	.857	.089	.000
4	.000	4.915	.833	.876	.849	.857	.089	.000
5	.098	1.233	.979	.996	.980	.994	.022	1.000

Legend:

CMIN/DF - *Chi Square/Degrees of Freedom*
NFI –*Normed Fit Index*
GFI - *Goodness of Fit Index*
TLI -*Tucker-Lewis Index*
RMSEA - *Root Mean Square of Error Approximation*
CFI – *Comparative Fit Index*

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CONCLUSION AND RECOMMENDATION

Conclusion

The use of the structural equation model strengthened the reliability and thoroughness of this research. Results revealed that all the indicators under time management are very high. Thus, the level of time management of public school teachers in region XII is very high. In terms of work task motivation, intrinsic motivation and identified regulation are very high, while introjected regulation and external regulation are high. This generated a high level of work task motivation. For aspect of identity orientation of public school teachers, personal identity orientation and relational identity orientation are very high, while social identity orientation and collective identity orientation are high. Overall, the level of aspect of identity orientation of public school teachers in region XII is high. In terms of professional development, all indicators except the research base are very high; thus, the level of professional development of teachers is very high.

In addition, time management, work task motivation, and aspect of identity orientation all show a significant positive correlation to professional development. This is following the study of Schell and Mohan (2013) that the determinants for the professional development of educators are extremely broad and refer to a wide variety of attitudes and skillsets. Its singular purpose is to further the education and knowledge-base of each teacher's subject area of expertise, otherwise known as learning new scientific theories, expanding knowledge on different historical periods, or learning how to educate others on specific subject area content and concepts more efficiently. Earning certificates is only a tiny part of the process and the only one that is mandatory by legal standards.

Furthermore, identity orientation shows how they hold themselves and maintain discipline and identity when submerged in differing ideologies and moralities. Motivation measures their sense of maturity and independence and how well they can function without outside intervention. All these things together form the psychological and sociological being of a professional and paint a different picture of how society sees them as an asset to the industry (Mackay, 2017). Therefore, by assessing the skills in time management, aspect of identity orientation, and work task motivation – one can approximate the overall extent of one's professional development.

Moreover, out of the five models, only model 5 had indices that satisfy the criteria of a perfectly fitting model; therefore, it is identified as the best-suited structural model. This model indicates that time management, work task motivation, and aspect of identity orientation influenced the professional development of public school teachers in Region XII. The result supports the Social Learning Theory of Bandura (1977). This theory deals with individuals being influenced by those they see as models and therefore adopting those personalities and habits they deem admirable and beneficial. In the case of the study, the qualities that affect professional development can be imprinted on students and used as a basis for planning out the actions and interventions done to improve said professional development. In this way,

not only are teachers and staff able to come up with more effective methodologies for improving themselves, but the positive feedback extends to their students. One of the factors most prominently identified was time management is used to improve one's work efficiency and personal work ethic, as supported by a study made by Hafiz et al. (2016).

Recommendations

With the findings mentioned above and conclusions, it is recommended that teachers' descriptions of their experiences be analyzed. Hopefully, this will provide insights into the interrelationship of collaboration, collegial relationships, and shifting mindsets at work. These insights can then be used to understand the professional development opportunities that present themselves and how these can be manipulated in order to support the role of professional learning.

Also, local government units and private education institutions can further refine the techniques and processes they use to produce top-tier human resources. In doing so, the value of human resources produced within Region XII will be further improved, and conflicting values identified will be examined further. Since the primary concern of most educational institutions is the production of high-quality instruction, this will also benefit their secondary goal of finance in that it can improve the cost-effectiveness and efficiency of their existing staff members.

Finally, researchers following the same concept of this paper will be able to obtain relevant information to conduct follow-up studies on professional development in a different scope or locale, aiding them in the early stages of their research greatly.

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