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The Influence of Work-Life Balance, Job Satisfaction, and Organizational Commitment on Pedagogical Competence of Public School Teachers: A Path Model Analysis

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ABSTRACT

In today's education system, the success of public schools largely depends on the quality of teaching provided by their educators. This study looked into how both personal and organizational factors affect a teacher's ability to deliver excellent instruction. Using a descriptive-correlational approach with path model analysis, the research examined the relationships among Work-Life Balance, Job Satisfaction, Organizational Commitment, and Pedagogical Competence among public school teachers. The study involved 400 public school teachers, chosen through a proportionate stratified random sampling method. Findings showed that teachers generally enjoy a high level of work-life balance, with "awareness of work-life balance" standing out as the strongest factor. Job satisfaction was also high, mainly driven by strong motivation, and organizational commitment was notable, particularly in the area of normative commitment. Teachers demonstrated very high pedagogical competence, especially in curriculum planning. The analysis revealed significant positive relationships between work-life balance, job satisfaction, organizational commitment, and pedagogical competence. After testing several models, Path Model 3 emerged as the best fit, showing that job satisfaction and organizational commitment directly impact pedagogical competence. At the same time, work-life balance influences it indirectly by boosting job satisfaction. Among these, job satisfaction had the strongest direct effect on teaching competence. These results highlight the importance of educational policies that support teachers' emotional and professional well-being, as their satisfaction and commitment are key to maintaining high teaching standards in public schools.

INTRODUCTION

A teacher's pedagogical competence is the cornerstone of high-quality instruction and improved student achievement; yet bridging the gap between theoretical knowledge and effective classroom practice remains a critical global challenge. The central problem this study addresses is the significant undermining of teachers' pedagogical competence, driven by a cycle of interconnected systemic and personal factors. This cycle begins with the pervasive issues of excessive workload and poor work-life balance, which introduce severe professional stress and diminish job satisfaction, a condition that has been shown to impede instructional quality and innovation directly (Gudelos & Mabitad, 2025).

Pedagogical competence is crucial to modern education as it directly influences instructional quality, student satisfaction, and academic outcomes. By integrating sound learning theory, creative teaching strategies, and effective classroom management, pedagogical proficiency enables educators to accommodate diverse learning styles and foster meaningful student engagement (Fabelico & Afalla, 2023; Hanum & Robandi, 2023). Furthermore, strong pedagogical skills serve as a primary foundation for positive learning experiences, which significantly mediate overall student satisfaction and promote higher learning retention.

This dissatisfaction is not isolated; it rapidly erodes organizational commitment (Munian & Hasan, 2020), leading to lower motivation, disengagement from school goals, and increased teacher attrition—all factors that, in turn, degrade the consistency and quality of teaching delivery. Compounding this issue is the prevalence of inadequate or unsupportive leadership skills from administrators, who often fail to provide the essential organizational, interpersonal, and conceptual support needed to effectively manage workloads, nurture professional development, or foster a positive school culture (Aliu & Kaçaniku, 2023; Suryani & Pranoto, 2020).

When teachers have strong pedagogical skills, they are better able to manage their classrooms, embrace new technologies and teaching methods, and create engaging learning spaces. This not only improves the learning experience but also helps teachers maintain a healthier work-life balance by reducing stress and self-doubt (Palma, 2021). This positive connection is important because having a healthy work-life balance—supported by strong job satisfaction and adequate support—directly boosts teacher effectiveness and keeps their motivation strong. On the other hand, when this balance is off, it can lead to burnout, lower performance, and ultimately hurt student learning outcomes (Karumbaiah *et al.*, 2022).

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The primary aim of the research is to identify the most suitable path model regarding pedagogical competence. It seeks to assess the degree of work-life balance, evaluate job satisfaction, measure organizational commitment, and evaluate pedagogical competence across key educational domains. The main hypothesis posits that the proposed structural model, incorporating Work-Life Balance, Job Satisfaction, and Organizational Commitment as predictors of Pedagogical Competence, will strongly align with empirical data gathered from educators.

LITERATURE REVIEW

Most social science research incorporates a literature review to evaluate the contributions of foundational theories and construct hypotheses. The interplay among pedagogical skills, work-life balance, job fulfillment, and organizational loyalty can be analyzed through various theoretical perspectives (Azeem *et al.*, 2021). Social Exchange Theory (SET) serves as a key framework, proposing that employees' favorable attitudes and behaviors, such as strong pedagogical skills and dedication, arise from positive treatment by the organization, including support for work-life balance and good leadership (Azeem *et al.*, 2021). For example, when leaders emphasize teachers' well-being and professional growth, those teachers tend to respond with heightened job satisfaction and dedication to the organization (Quines & Arendain, 2023). Herzberg's Two-Factor Theory presents another useful framework by differentiating between hygiene factors that avoid dissatisfaction and motivators that enhance job satisfaction and a willingness to engage (Esguerra, 2020).

The correlation between pedagogical competence and teachers' work-life balance is increasingly recognized as vital for educational quality. Studies show that when teachers possess strong pedagogical competence—encompassing effective instructional strategies, classroom management, and adaptive teaching—they are better equipped to navigate demanding workloads, leading to a healthier work-life balance by reducing stress and fostering a sense of control and efficacy (Palma, 2021). Conversely, poor balance can lead to burnout, diminished performance, and negative impacts on student learning outcomes (Karumbaiah *et al.*, 2022).

Moreover, there is a clear positive connection between job satisfaction and pedagogical competence in teachers (Burić & Moè, 2020). Studies show that teachers who are confident in their teaching skills tend to feel more satisfied with their jobs (Ortan *et al.*, 2021). Furthermore, greater job satisfaction is associated with enhanced teaching effectiveness, increased engagement and motivation, and improved student outcomes (Kulshreshtha & Sharma, 2021). The relationship is often seen as reciprocal, in which satisfaction can encourage further professional development and, in turn, higher competence (Allen *et al.*, 2020).

In addition, research shows that teachers who feel more committed to their schools and organizations usually

demonstrate stronger teaching and instructional skills (Alonzo *et al.* 2025). This commitment often makes teachers more eager to participate in professional development, try out new teaching methods, and take an active role in improving their schools (Ortan, 2021). The relationship between pedagogical competence and organizational commitment suggests that teachers who feel well-equipped to teach effectively are more likely to be committed to their schools (Demir, 2020).

MATERIALS AND METHODS

Research Design and Procedure

The study employed a non-experimental quantitative research design, specifically a descriptive-correlational approach, to examine the hypothesized relationships among work-life balance, job satisfaction, organizational commitment, and pedagogical competence of public school teachers (Creswell & Creswell, 2022). Data were gathered using survey questionnaires administered to public school teachers at a single point in time, making the study cross-sectional in nature. The collected responses were subsequently analyzed using path analysis, a statistical technique that permits the simultaneous examination of direct and indirect effects among the variables.

Research Respondents

The target population of this study consisted of public elementary and secondary school teachers from Region XII, SOCCSKSARGEN, Philippines. A sample size of 400 teachers was determined using proportionate stratified random sampling. The sample size was proportionally distributed as follows: General Santos City (47), Sarangani (62), Koronadal City (15), South Cotabato (71), Tacurong City (9), Sultan Kudarat (72), Kidapawan City (14), and Cotabato Province (110). Eligible participants were required to have served in a public school for at least three years.

Materials and Instruments

The measurement of independent variables (Work-Life Balance, Job Satisfaction, and Organizational Commitment) and the dependent variable (Pedagogical Competence) relied on established psychometric instruments. Responses were gathered using a 5-point Likert scale (1 = Very Low / Strongly Disagree to 5 = Very High / Strongly Agree). Instruments underwent validation by professional experts and pilot testing to verify internal consistency, yielding Cronbach's alpha coefficients above the acceptable threshold of 0.70 (Hair, 2019).

Mathematical Expressions and Symbols

In accordance with standard statistical representations, multiple linear regression models and path analytical relationships were evaluated based on the general structural equation form

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \epsilon$$

Where Y represents the endogenous variable Pedagogical

Competence, X_1 and X_2 denote the exogenous predictor variables like Job Satisfaction, Organizational Commitment, α represents the constant intercept, β represents the regression path weights, and ϵ represents the residual error component.

RESULTS AND DISCUSSION

The respondents' level of Work-Life Balance was evaluated across five indicators, yielding an overall High rating (Mean = 4.10, SD = 0.470). As presented in Table 1,

Awareness towards Work-Life Balance scored the highest (Mean = 4.33, SD = 0.496), followed by Satisfaction with Family and Self-Life (Mean = 4.24, SD = 0.630). Job Satisfaction scored an Overall Mean of 4.39 (SD = 0.534), corresponding to a High descriptive equivalent. Motivation factors received a Very High rating (Mean = 4.51, SD = 0.495), while Hygiene factors scored a Mean of 4.27 (SD = 0.666).

Organizational Commitment recorded an Overall Mean

Table 1: Summary of Formatting Requirements and Descriptive Analysis for Work-Life Balance

Indicator	SD	Mean	D.E.
Satisfaction with Family and Self-Life	0.630	4.24	Very High
Role Overload	0.840	3.55	High
Awareness towards Work Life Balance	0.496	4.33	Very High
Job Satisfaction and Flexible Environment	0.595	4.19	High
Self-Appreciation of Work	0.600	4.19	High
Overall	0.470	4.10	High

Table 2: Summary of Formatting Requirements and Descriptive Analysis for Job Satisfaction

Indicator	SD	Mean	D.E.
Hygiene	0.666	4.27	Very High
Motivation	0.495	4.51	Very High
Overall	0.534	4.39	High

of 4.19 (SD = 0.519, High). Normative Commitment received the highest mean (Mean = 4.35, SD = 0.584, Very High), followed by Affective Commitment (Mean = 4.30, SD = 0.620, Very High), whereas Continuance Commitment was rated High (Mean = 3.93, SD = 0.704). Pedagogical Competence demonstrated an Overall

Mean of 4.64 (SD = 0.392, Very High). Curriculum and Planning had the highest rating (Mean = 4.69, SD = 0.460), while Community Linkages and Professional Engagement scored the lowest among the domains (Mean = 4.57, SD = 0.511).

Table 3: Summary of Formatting Requirements and Descriptive Analysis for Organizational Commitment

Indicator	SD	Mean	D.E.
Continuance Commitment	0.704	3.93	High
Normative Commitment	0.584	4.35	Very High
Affective Commitment	0.620	4.30	Very High
Overall	0.519	4.19	High

Table 4: Summary of Formatting Requirements and Descriptive Analysis for Organizational Commitment

Indicators	SD	Mean	D.E.
	0.465	4.66	Very High
Learning Environment	0.468	4.65	Very High
Diversity of Learners	0.428	4.66	Very High
Curriculum and Planning	0.460	4.69	Very High
Assessment and Reporting	0.430	4.67	Very High
Community Linkages and Professional Engagement	0.511	Content Knowledge and Pedagogy	Very High
Personal Growth and Professional Development	0.463	4.62	Very High
Overall	0.392	4.64	Very High

Path Model Analysis

Three generated path analysis models were evaluated against goodness-of-fit criteria. Path Analysis Model 3

satisfied all statistical fit indices, establishing it as the best-fit model. Formatting Figures

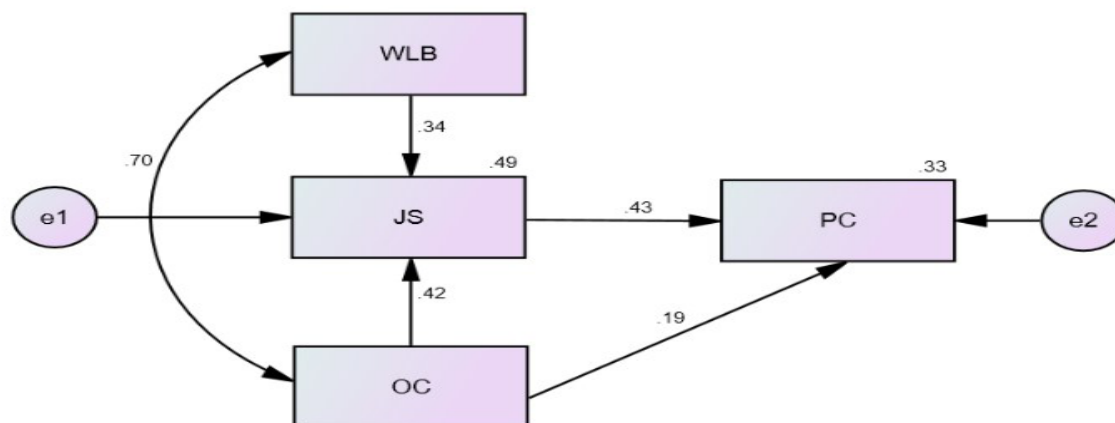


Figure 1: Path Analysis Model 3 in Standardized Solution

Table 5: Goodness of Fit Measures of Path Analysis Model 3

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.602
CMIN/DF	0 < value < 2	.684
P-Value	> 0.05	.408
GFI	> 0.95	.999
CFI	> 0.95	1.000
NFI	> 0.95	.999
TLI	> 0.95	1.003
RMSEA	< 0.05	.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

Pclose-P of Close Fit

P-value - Probability Level

As shown in Model 3, Job Satisfaction directly impacts Pedagogical Competence ($\beta=0.43, p<0.001$). Organizational Commitment exhibits both a direct impact on Pedagogical Competence ($\beta=0.19, p<0.001$) and a direct effect on Job Satisfaction ($\beta=0.42, p<0.001$). Work-Life Balance exerts a direct effect on Job Satisfaction ($\beta=0.34, p<0.001$), thereby influencing Pedagogical Competence indirectly through Job Satisfaction.

CONCLUSION

Job Satisfaction serves as the primary direct determinant of Pedagogical Competence among public school teachers in Region XII. Furthermore, Job Satisfaction acts as a critical mediating mechanism through which Work-Life Balance and Organizational Commitment influence teaching efficacy. While teachers display high overall competence

across planning, assessment, and classroom management, role overload remains a persistent challenge that hinders work-life balance. To sustain high standards of teaching performance, educational administrators should focus on mitigating non-teaching workloads, enhancing intrinsic motivators, and restructuring administrative support to strengthen teacher commitment and well-being.

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