



# Personality Traits, Teamwork Attitudes, Work Engagement and Organizational Commitment: A Structural Equation Model on Work Values among Public School Teachers

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## ABSTRACT

This study aims to determine the best-fit structural model on work values of public-school teachers in Region XIII, Philippines. It examines the interplay between exogenous variables: personality traits, teamwork attitudes, engagement, and organizational commitment and its influence to work values of public-school teachers. A descriptive correlational technique utilizing Structural Equation Modelling (SEM) was employed. A total of 459 respondents were randomly selected using proportionate stratified sampling. Findings revealed that one exogenous variable which is the engagement has very high mean level while all three variables namely personality traits, teamwork attitudes and organizational commitment have high overall mean level. Results showed that the most fit model is the Generated Model 3. It illustrates that all exogenous variables showed significant relationships with the endogenous variable, work values. After structural modifications, personality traits have retained indicators: openness and conscientiousness, supported by teamwork attitudes with retained indicators – team structure and communication. Finally, the structure was further significantly strengthened by the third exogenous variable engagement which was outlined by the retained indicators: engagement: student and social engagement: colleagues. Lastly, the organizational commitment has retained indicators of continuance and normative commitment. The results could be a significant baseline for work values specifically in orderliness and patience. Findings suggest that the policy-making body of the Department of Education may look into the provision of professional development, workload allocations, and benefits of the teachers to further improve their work values.

**Keywords:** personality traits, teamwork attitudes, engagement, organizational commitment, work values, SEM, Philippines

**SDG Indicator: #4** (Quality Education)

## INTRODUCTION

Educators frequently experienced frustration, stress, and burnout when they felt that the expectations of the institution conflicted with their work values (Batugal & Tindowen, 2019). Strong adherence to these principles may result in more work, longer workdays, and even burnout. According to a study, educators who strongly adhered to their work values were more likely to feel stressed out and have trouble (Bhende, Mekoth, Ingalhalli, & Reddy, 2020). Understanding the function of work values is crucial in the context of education, where the main objectives are to promote intellectual development, stimulate critical thinking, and develop the next generation of leaders (Barni, Danioni & Benevene, 2019). Furthermore, many teachers do not know how to deal with stress and pressure that they feel towards their work which leads them to bad work values (Briggs & Hawkins, 2020).

The study of work values in the educational context becomes an important field of inquiry in the dynamic and ever-evolving field of education, where the values that support teaching and learning are of utmost importance (Barni et al., 2019). Work values are values that have been embedded in individuals. It is essential for every worker as they are a good indicator of success. Work values focus on individual attitudes, and the image individuals give in their work. It plays an important role in an individual's life directly and indirectly. However, a person's values are subject to alter at any time. Hence, an organization will have a chance of success through the work values that the individual has. An employee with a well-positioned work value in an organization is happy; and he is more productive (Gesthuizen, Kovarek, & Rapp, 2019), (Malinowska & Tokarz, 2019).

Several studies on work values are connected to teachers' personality traits. Teachers' positive personality traits significantly influence students' performances, progress, and accomplishments since this is where students follow the way teachers behave, present the lesson, and interact with them (Malekshahi, 2019). Further, Salinas and Lyndon (2022) suggest that overall work values positively and significantly correlated with personality traits. Samfira and Palos (2021), posited that teachers' behavior reflects personality, and students' conduct mirrors it. More so, positive personality traits are vital to teaching and learning, and this is a key factor in determining whether educational achievement is good or harmful (Fatima, 2021). It is evident

that the personality traits of teachers have a profound impact on the holistic development of students, and further research in this area could provide valuable insights for teacher training and professional development programs, (Bardach & Klassen, 2021).

Work values of teachers is also connected to teamwork attitudes. It is evident from the study of Quines and Piñero (2022), teamwork allows employees to work effectively. When team members are aware of their own responsibilities and roles, as well as the significance of their output being relied upon by the rest of their team, team members will be driven to share the same work values. High trust in leaders and team members will lead to a higher collective efficiency in a team, which in turn leads to a positive teamwork attitude (Panicker & Lee 2019). Further, working in teams allows employees more opportunities to release their positive work values such as creative ideas, and offers a greater sense of belonging. Teamwork also encourages a sense of belonging, which often translates to a greater positive work value such as a sense of ownership and accountability for the work. This is especially true when people respect each other at work (Half, 2020; Stack, 2016; Wehbe, 2017).

Work values are essential in determining an individual's level of engagement at work because they represent a person's core beliefs and values related to their line of work. Many educators strive to reach work engagement, which is defined as high levels of zeal, commitment, and immersion in their work, since it can have a substantial impact on both their job performance and the caliber of education they offer (Dubbel, Demerouti & Rispens, 2019). Work values and engagement can have a reciprocal relationship which means that values can influence engagement, but it can also go both ways (Fei, & Tien, 2024). One of the main factors influencing educators' work engagement is how well their work values align with the institution's values and objectives. Teachers are more likely to feel more energized, committed, and absorbed in their work when they believe that the values of their organization and their own work are strongly aligned (Fei & Tien, 2024).

Work values have an important role in an organization because it is this work value that affects employees' commitment to the organization where they work. Further, one way to maintain organizational commitment is to instill a work value to make a new contribution to a company's management. Several factors can form an organizational commitment to employees, one of which is the work value of each employee, (Lestari, Nasihah, & Komalasari, 2023). Positive correlations were found between work values and organizational commitment. Some of these were even significant. It is therefore not possible to say, for example, that a stronger affective commitment to the company is built up due to the importance of cognitive work values; conversely, it would also be conceivable that people who are affectively committed to the organization perceive cognitive work values to be more important as a result (Zeinhofner, 2022). The implication of the research that previous researchers has done is that there is a relationship between work value and commitment to the organization or company that wants to increase the commitment that exists among employees is expected to ensure the match between organizational rewards and work values for employees (Lestari, Nasihah, & Komalasari, 2023). Furthermore, there is a positive and significant correlation between work value and organizational commitment interpreted that the higher work value, the higher organizational commitment (Ingarianti, 2018).

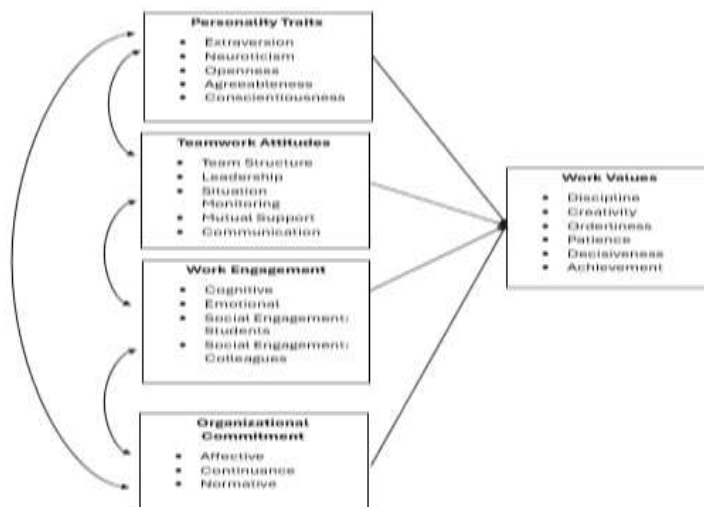
This study is anchored on Schwartz Theory of Basic Values. It defines values as desirable, trans-situational goals that vary in importance as guiding principles in people's lives (Kluckhohn, 1951; Rokeach, 1973). Values are one important, especially central component of self and personality, distinct from attitudes, beliefs, norms, and traits (Schwartz, 2012). This theory employs an approach for clarifying the nature of work values, specifying the types of work values people are likely to distinguish, and postulating the structure of relationships expected among these work values. The theory is used to organize some of the prominent theories about work values found in the literature. Ros, Schwartz, and Surkiss (1999) conceptualized work value as an expression of human values in the work setting and hypothesized that the structure of work values are conceptually parallel to the structure of human values proposed by Schwartz. This empirical study on a Spanish sample confirmed this hypothesis, suggesting that the four work values correspond to higher-order value types. The validity of this work value structure has been supported by a recent study by Consiglio, Cenciotti, Borgogni, Alessandri, and Schwartz, (2017). The theory was used in determining the Structural Equation Model of Work Values. Meanwhile, most studies undertaken in the Philippines focus on their research to the bivariate association between the variables. The researcher was stimulated to investigate the five variables using the Structural Equation Model (SEM) within the context of the Philippines.

The Conceptual Model illustrated in Figure 1 is composed of two types of latent constructs, namely exogenous and endogenous variables. The exogenous variables of this study are personality traits, teamwork attitudes, work engagement, and organizational commitment. On the other hand, the endogenous variable is work values. Since the latent variables are not observed directly, it follows that they cannot be measured directly. With this, each latent construct will be associated with multiple measures or observed variables. Thus, the extent of regression paths from the latent variable to the observed variables will be one of the primary interests of this study.

The latent personality traits have five indicators, namely extraversion, neuroticism, openness, agreeableness, and conscientiousness. The indicators of *teamwork attitudes* are *team structure, leadership, situation monitoring, mutual support, and communication*. Teamwork is seen as the foundation for successful organizations, and more specifically for good teaching. Professional teaching standards have been revised to include language advocacy for teachers' learning communities and collaborations. *Work engagement* has four indicators: *cognitive engagement, emotional engagement, social engagement: students, social engagement: colleagues*. Furthermore, the latent *organizational commitment* has three indicators, *affective commitment, continuance commitment, and normative commitment*. Lastly, *work values* have six indicators namely *discipline, creativity, orderliness, patience, decisiveness, and achievement*.

This study will attempt to determine the interrelationship of personality traits, teamwork attitudes, work engagement, and organizational commitment, and its correlation with the endogenous variable work values among public school teachers. Specifically, this study will seek to answer the following objectives. First, to determine the level of teachers' personality traits in terms of extraversion, neuroticism, openness, agreeableness, and conscientiousness. Second, to describe the level of teamwork attitudes in terms of the following indicators, team structure, leadership, situation monitoring, mutual support, and communication. Third, to ascertain the level of work engagement of teachers in terms of cognitive engagement, emotional

engagement, social engagement: students, social engagement: colleagues. Fourth, to measure the level of organizational commitment in terms of affective commitment, continuance commitment, and normative commitment. Fifth, to determine the level of work values in terms of discipline, creativity, orderliness, patience, decisiveness, and achievement.



**Figure 1. Conceptual Framework**

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Moreover, to determine the significant relationship between teachers' personality traits and work values, teamwork attitudes and work values, work engagement and work values, and organizational commitment and work values. It will also determine the best-fit structural model on work values from the exogenous variables namely: personality traits, teamwork attitudes, work engagement, and organizational commitment.

Hypotheses such as there is no significant relationship between personality traits and work values, teamwork attitudes and work values, work engagement and work values, and organizational commitment and work values, and no model that best fits work values of elementary public schools in Region XIII were tested at 0.05 significance level.

The significance of this study is related to the twenty-first century and will contribute to attaining the Sustainable Development Goals in achieving quality education. Teachers play a very important role in giving quality education to the students. Teachers should embolden their own work values to improve themselves and their performance in the school. Students see them as role models, and it is fitting that teachers must be aware of their work values since their actions can be implicitly learned (Giray, 2021). Further, in an educational setting, the school heads may conduct an assessment to their teachers to identify the problems they experienced with regard to work values to identify methods and planning on how to address the issue that may help them for the improvement of their teachers and organization. The study's findings hold significance for educational researchers as it may serve as their basis for further investigation into the potential changes in teachers' work values over time among respondents and within the same location. This successive research could inform additional measures to improve the country's educational sector in the field of teaching.

## **METHOD**

### **Research Respondents**

The respondents of the study were 459 public elementary school teachers throughout Region XIII, selected from a total population of 17, 109 elementary teachers based on the data from the DepEd Regional Office XIII for the school year 2023-2024. The elementary public-school teachers were chosen as respondents of the study since the researcher is an elementary public-school teacher who observed the problems firsthand. The respondents were distributed based on the actual number of public elementary school teachers in each division. These were calculated using the Raosoft Sample Size Calculator with the total number of elementary teachers which is 17, 109 population size. In getting the sample size, it is considered a 5 percent marginal error, 97 percent confidence level, and 50 percent distribution.

In selecting the study respondent, proportional stratified random sampling was used which is the division of a population in which the number of elements assigned to the different strata is proportional to the representation of the strata in the target population, the scope of the sample taken from each stratum is proportional to the relative size of that stratum, Iliyasu, and Etikan, (2021).

The research was conducted in Region XIII also known as Caraga Region, located in the northeastern portion of the island of Mindanao, Philippines. The respondents of the study were the public elementary school teachers of the Department of Education (DepEd) in Caraga Region, school year 2023-2024. The region has twelve divisions namely: Agusan del Norte, Agusan del Sur, Bayugan City, Bislig City, Butuan City, Cabadbaran, Dinagat Island, Siargao Island, Surigao City, Surigao del Norte, Surigao del Sur, and Tandag where the conduct of the research focused.

## Materials and Instrument

In this study, adapted questionnaires from the web were utilized. Five instruments were used, each of which was modified to include only the items relevant to the research. It was reorganized to be more relevant to the current and local situation. Professional validators validated the instruments to make them more relevant and credible to obtain an acceptable rating. After validation, a pilot testing was conducted to determine the survey's validity, Cronbach's alpha was employed. Cronbach Alpha is widely used for estimation of reliability, the greater the value of variability makes the coefficient of Cronbach alpha reliability also rises (Amirrudin, Nasution, & Supahar, 2021).

The first research questionnaire was used to assess the current status of teachers personality traits is composed of five indicators namely: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. This tool includes 41 statements in total. The pilot testing process was conducted for this study and the score of .905 indicates that the items' internal consistency is reasonably high. The second survey questionnaire is composed of five indicators, which are team structure, leadership, situation monitoring, mutual support, and communication. It consists of 16 survey questionnaires. The instrument underwent pilot testing, yielding a value of .967, indicating that the items exhibit a relatively good level of internal consistency. Third instrument has four indicators namely, cognitive engagement, emotional engagement, social engagement: students, social engagement: colleagues. The research questionnaire has 16 items and has undergone pilot testing which yielded a result of .951, indicating a good internal consistency level. The fourth research questionnaire has three indicators, affective commitment, continuance commitment, and normative commitment. The questionnaire was composed of 18 survey items. The items were subjected to pilot testing, which yielded a result of .806, indicating a good internal consistency level. Lastly, the adapted questionnaire for work values has 6 indicators namely discipline, creativity, orderliness, patience, decisiveness, and achievement. The survey's alpha coefficient of .927 indicates that its items have a comparatively high level of internal consistency.

The findings suggest that the level of agreement and disagreement varied from strong agreement to strong disagreement, and the range of values for all associated variables fell between 5.00 and 1.00. The rating scale used in this study assigns a value of 5 to Strongly Agree (SA), indicating that the statement is consistently observed. A value of 4 is assigned to Agree (A), indicating that the statement is often observed. Neither agree nor disagree (NA) is assigned a value of 3, indicating that the statement is observed occasionally. Disagree (D) is assigned a value of 2, indicating that the statement is rarely observed. Finally, Strongly Disagree (SD) is assigned a value of 1, indicating that the statement is not observed.

Before administering the instrument, the final version was utilized, taking into account the mistakes, observations, and suggestions of the validators. It was also modified according to the local context with the guidance of an advisor and the input of the competent validators who assessed the content validity. The questionnaire received an average rating of 4.45, indicating a very good level of descriptive equivalence.

## Design and Procedure

The researcher used a quantitative non-experimental design research approach. The study will follow the Structural Equation Model (SEM) to create the best-fit model. The study's descriptive-correlation methodology, which is a measure of variable relationships with a range of measurement levels, was used as its first method. In addition, correlational analysis was used to examine the statistical relationship between variables without researcher manipulation; this is a non-experimental study that seeks to determine the degree of association or correlation between variables (Hassan, 2022).

Furthermore, the structural equation model dealt with the data analysis of statistical procedures involving multiple forms of measurements of multi-dependent variables analyzed in conjunction with other variables. Thus, models described the relationship between latent or unobserved variables and observable variables. (Jain & Chetty, 2021). This method was used to measure the relationship among personality traits, teamwork attitudes, work engagement, organizational commitment, and their respective influence in the work values of public elementary school teachers in Region XIII.

In gathering the data, the following steps were followed by the researcher. After being given the validation of the survey questionnaire by the panel of experts to conduct the study, the researcher wrote a letter of permission to the office of the Regional Director to conduct the study in the following schools within the region. With the approval of the Regional Director, the researcher asked permission from the schools' division superintendents to distribute the survey questionnaires to the respondents of the study. Second, after the approval of the school's division superintendents, the researcher asked permission from the school principal and arranged the schedule of the distribution of the questionnaires to the respondents. The researcher gave instructions to the respondents, translate the question into vernacular if necessary and entertain questions for them to fully understand the survey. The retrieval of the questionnaires was done on the same day. The data were tallied and presented to the statistician for statistical treatment. The collection of data started in the second week of January 2024 and was completed in March 2024.

To determine the significance of the relationship between the exogenous and endogenous variable, Pearson-r was used. Moreover, the linear regression determines the predictors of the dependent variable given the list of independent variables. Finally, structural equation modeling was used to determine which exogenous variables best-fit in the work values of public elementary school teachers in Region XIII.

Furthermore, the succeeding indices were produced to evaluate the model's goodness of fit. All of them met the requirements: CMIN/DF should be  $<2$  with a p-value of  $>0.05$ , Tucker-Lewis Index (TLI) should be  $>0.95$ , Comparative Fit Index (CFI) should be  $>0.95$ , Goodness of Fit Index (GFI) should be  $>0.95$ , Normative Fit Index (NFI) should be  $>0.95$ , Root Mean Square Error of Approximation (RMSEA) should be  $0.05$ , and P of Close Fit (PCLOSE) should be  $>0.05$ .

In addition, during the study, the respondents were given the free will to voluntarily contribute without any form of cost and no conflict of interest from the participant's welfare or the validity of the research that tends to be influenced by a secondary interest such as financial or academic gains and recognitions. The subject of the research voluntarily confirms his or her willingness to participate after having been informed and understood all the

aspects of the study. Furthermore, to address the potential *risks*, the researcher assessed the physical, emotional, and social preparedness of respondents to minimize any potential discomfort or awkwardness. Precautions were implemented to guard against *fabrication*, ensuring the absence of deliberate misinterpretation of the work, and strict avoidance of any manipulation of data to create misleading statements. *Falsification* or internal misinterpretation of work will be strictly prohibited and there was no manipulation of data to craft statements that could lead to fabricated results.

To avoid *plagiarism*, the study ensures that there were no misrepresentations of other's work as the researcher's own, and plagiarism detection tools such as Turnitin Software and Grammarly were employed to ensure that the manuscript met the validity and integrity standards of the paper. In terms of authorship, the researcher has undergone content revisions based on the recommendations from her adviser,

The study observed the prescribed ethical considerations to avoid falsification, exaggeration, or distortion to fit the theoretical expectation. It also introduced provisions to make it easier for participants to understand the use of interactive panels, data collection on the internet, and how they view information that is transmitted in an internet environment. Thus, the researcher adhered to the ethical standards throughout the study by following the procedural assessments and standard criteria established by the University of Mindanao Ethics Review Center (UMERC) Certificate of Approval, with UMERC Protocol No. UMERC-2024-008. Following the Data Privacy Act of 2012, the researcher ensured that the respondents' private information would be kept private. Overall, the researcher will follow all UMERC ethical guidelines before, during, and after the study.

## RESULT AND DISCUSSIONS

Presented in this section are the data findings based on the responses of the respondents on the work values among public school teachers in Caraga, Region XIII. The discussions are arranged according to the sub-headings: level of personality traits, level of teamwork attitudes, level of work engagement, level of organizational commitment, level of work values; significance on the relationship between levels of personality and traits and work values, relationship between levels of teamwork attitudes and work values, the relationship between work engagement and work values, relationships between organizational commitment and work values. Furthermore, the following are also included: goodness of fit measures of structural equation models 1, 2 and 3. Lastly, the summary of goodness of fit measures of the three structural equation models.

### Level of Personality Traits

Shown in Table 1 is the Level of Personality Traits among public school teachers in Caraga. The overall mean score obtained on the personality traits is 3.89 with a standard deviation of 0.299, described as *high*. This means that personality traits is oftentimes observed. Specifically, the mean ratings of the indicators of personality traits are disclosed as agreeableness which garnered a mean rating of 4.18 or *high* and conscientiousness has the same mean rating of 4.18 or *high*. Meanwhile, neuroticism attained the lowest mean rating of 3.17 or *moderate*. The overall *high* response of public-school teachers means that the domain of personality traits is observed most of the time.

**Table 1**

### Level of Personality Traits

Indicator	SD	Mean	Descriptive Level
Extraversion	0.52	3.88	High
Neuroticism	0.58	3.17	Moderate
Openness	0.39	4.07	High
Agreeableness	0.42	4.18	High
Conscientiousness	0.39	4.18	High
<b>Overall</b>	<b>0.29</b>	<b>3.89</b>	<b>High</b>

The results suggest that the respondents' personality traits are most influenced by their ability to value cooperation over competition and respect the ideas and opinions of their colleagues. Moreover, respondents are easy to satisfy and have a high concern for others and easily warm up with others and wanted to be in a public place enjoying being part of a group. Thus, these traits are very essential especially in teaching because it shows how teachers care for their co-teachers which could result to harmonious relationships in the workplace. The results of this present study align with those of Nadeem & Abbasi (2020), this trait is associated with social concern and is closely related to the concept of social interest. People with high agreeableness are cooperative and value getting along with others.

Furthermore, results also showed that teachers work hard to complete their jobs successfully and do their best to finish their tasks before the deadline and avoid last-minute plans. This result also supports the study of (George, 2012) (Aeon et al., 2021), stating that teachers are more likely to engage in behaviors that facilitate goal achievement, such as managing their time effectively and persistently working towards their objectives.

### Level of Teamwork Attitudes

Displayed in Table 2 is the summary of the level of teamwork attitudes. The overall mean score is 4.06 with a standard deviation of 0.415, described as *high* which means that teamwork attitudes are oftentimes observed by the respondents. The mean ratings of the indicators of teamwork

attitudes are unveiled from highest to lowest: leadership acquired the highest mean rating of 4.27 or *very high*; while situation monitoring accumulated the lowest mean rating of 3.74 or *high*. The overall *high* response of public-school teachers means that teamwork attitudes are observed most of the time.

The findings imply that, in general, the teamwork attitudes of the respondents are highly attributed to leadership and communication. It shows that the school head has trust to the teachers knowing that they operate at a high level of efficiency and their skills are sufficient to their works. The results align with Panicker and Lee (2019) that high trust in leaders and team members will lead to a higher collective efficacy in a team, which in turn leads to a positive teamwork attitude.

Moreover, it also reveals that the school head communicates information that enables appropriate decision-making of the teachers, clearly articulating the goals they need to achieve and models appropriate team behavior. This supports to the study of Guhao & Quines, (2021); Pisoni & Gijlers, (2020), when mature communication, shared intent, task clarity, and a clear goal are present during the teaming process, the experience can have a positive effect on a person's attitude toward teamwork.

**Table 2**

**Level of Teamwork Attitudes**

Indicators	SD	Mean	Descriptive Level
Team Structure	0.43	4.17	High
Leadership	0.49	4.27	Very High
Situation Monitoring	0.61	3.74	High
Mutual Support	0.56	3.87	High
Communication	0.45	4.23	Very High
<b>Overall</b>	<b>0.41</b>	<b>4.06</b>	<b>High</b>

Furthermore, the respondents' attitudes towards work greatly affect how their leader ensures them of the situation or changes that may affect their learners and in resolving conflicts from the workplace. This result is aligned with (Ghaffar, 2019; Illescas & Perez, 2020; Owan, 2018; Sweeney & Caruthers, 2016) when there is conflict, there must be a resolution of such conflict. Moreover, this is where conflict management enters the ring. In a team, a manager should be able to see emerging conflicts and take appropriate pre-emptive action.

**Level of Work Engagement**

Presented in Table 3 is the level of work engagement of elementary public-school teachers in Caraga Region. The overall mean rating is 4.46 with a standard deviation of 0.344, described as *very high* which means that work engagement is observed all the time by the respondents. The mean scores of the indicators of work engagement are conveyed as follows: cognitive engagement earned a mean of 4.47 or *very high* while social engagement: colleagues have the lowest mean rating of 4.39 or *very high*. The overall *very high* response of public-school teachers means that work engagement is observed all the time.

**Table 3**

**Level of Work Engagement**

Indicators	SD	Mean	Descriptive Level
Cognitive Engagement	0.46	4.47	Very High
Emotional Engagement	0.47	4.43	Very High
Social Engagement: Students	0.41	4.54	Very High
Social Engagement: Colleagues	0.47	4.39	Very High
<b>Overall</b>	<b>0.34</b>	<b>4.46</b>	<b>Very High</b>

The result of the study shows that the respondents are doing their hardest to perform, throwing themselves into work and paying a lot of attention with high intensity while teaching. The results align with previous research indicating engaged workers are involved in psychological, cognitive, social, and emotional levels. Employees who have a high level of engagement are more willing to put extra effort into their work, and they are also found to be more creative and productive (Fairlie, 2017); Frino, E. (2022). The findings also suggest that the work engagement of the respondents is very highly attributed to social engagement: students. Further, the respondents manage to show their warmth to their students, aware of their feelings and care about their problems. The results of this present study align with Wang et al., (2021) indicating that positive teacher-student relationship, motivation, attachment to school, cooperation in class activities, hard work in dealing with problems, friendly help, and support can be effective. In other words, students who have a warm and intimate relationship with their teachers have high self-confidence, interest in their teacher, more motivation to learn a positive attitude toward school, and enjoy the acceptance of their peers and classmates (Pishghadam et al., 2021).

Furthermore, respondents also are empathetic toward their students. A feeling of empathy and mutual understanding between teacher and student (Zhang, 2020), and more efficient instructional task design (Lambert and Zhang, 2019). In addition, the results are similar to the study of Songcog and Guhao (2020) stating that non-teaching personnel of private higher education institutions have high level on work engagement indicates that being engaged in their work is always manifested and they find work full of meaning and purpose, are enthusiastic about their job, have an inspiring job, are proud of the work that they are doing and love to have a challenging job.

#### Level of Organizational Commitment

Indicated in Table 4 is the level of organizational commitment of the public-school teachers in Caraga Region.

The overall mean score is 3.70 with a standard deviation of 0.520, described as *high* which means organizational commitment is oftentimes observed by the respondents.

The mean ratings of the indicators of organizational commitment are elaborated between the highest and lowest mean; continuance commitment attained a mean rating of 4.08 or *high* while affective commitment obtained the lowest mean rating of 3.04 or *moderate*.

**Table 4**

#### Level of Organizational Commitment

Indicators	SD	Mean	Descriptive Level
Affective Commitment	0.91	3.04	Moderate
Continuance Commitment	0.64	4.08	High
Normative Commitment	0.52	3.98	High
<b>Overall</b>	<b>0.52</b>	<b>3.70</b>	<b>High</b>

The results suggest that the respondents felt guilty to leave because it is their obligation to stay in the organization and too much of their life would be disrupted if they leave. It is aligned with the statement of Meyer and Allen (2019), that high levels of normative commitment among employees lead them to believe they should stay with the company. Individuals are compelled to maintain membership in the organization due to internalized normative notions about responsibility and obligation.

Meanwhile, the study also reveals that the organization deserves the loyalty of the respondents, and they don't want to have a negative consequence of leaving their job. It would be very hard for them which would require considerable personal sacrifice considering that they owe great deal to the organization. The study results are similar to the notion that employees avoid the organization's disappointment when they leave after being professionally honed and mentored (McCullough, 2020). The results suggest that the organizational commitment can be inferred from the participant's continuance commitment, as evident in their intention to be of service in school because of the tangible and intangible benefits that it provided them. It is also indicated by the high value they feel in school in which they are persistent to work in the organization because leaving would require considerable personal sacrifice and their life will be greatly disrupted if they leave their organization.

The study's results are consistent with the findings of Werf (2020), which indicate that individuals who exhibit continuation commitment remain in the company mostly because of the necessity of employment and adequate remuneration. It is supported by the notion of Alderton (2016) that those with high continuance commitment are rooted in the benefits such as salary gain and other remuneration that other companies cannot provide for them, thereby exuding loyalty towards the organization. Moreover, they have very few options to consider if they decide to leave their job.

Furthermore, the respondents' high level of affective commitment is similar to the study of Cabayag and Guhao (2024) that high level of affective commitment contributed to the overall level of organizational commitment, as evident in their feeling of belongingness in school and they resolve the problems that arise in school as if it is their own.

In addition, the benefits that they received are deemed sufficient for them to express their intention to stay in the organization. The study results are consistent with previous research indicating that individuals who exhibit normative commitment are inclined to remain in the organization due to their desire to reciprocate the advantages, acknowledgment, and career advancement they have received (Werf, 2020).

#### Level of Work Values

Reflected in Table 5 is the level of work values measured by the six indicators: discipline, creativity, orderliness, patience, decisiveness, and achievement. The overall mean rating of work values is 4.18 or *high* with a standard deviation of 0.328 distributed into three indicators with mean ratings arranged from highest to lowest: 4.50 or *very high* in orderliness and creativity has a mean rating of 3.88 or *high*. The overall *high* responses of public-school teachers mean that the domain of work values is observed most of the time.

The findings reveal that in the indicator orderliness, teachers cope with demands of teaching such as lesson planning and preparation of instructional materials. Teachers are doing their best to manage their time well especially in computing the grades to finish their task before the deadline. This supports the study of Tingo and Mseti, (2022), that the majority of workers prefer having tasks assigned to them with a deadline and the freedom to complete them rather than when they are micromanaged.





<b>Agreeableness</b>	.118*	.082	.273*	.231*	.216*	.184*	.260*
	(0.011)	(0.078)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
<b>Conscientiousness</b>	.263*	.251*	.219*	.285*	.269*	.295*	.393*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
<b>Overall</b>	.314*	.382*	.297*	.351*	.363*	.424*	.532*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)

\*Significant at 0.05 significance level.

The results of the study are consistent with previous research, indicating the relationship between personality traits and work values that was examined by correlation analysis under the control of the generation's variable. As a result of the analysis, it was revealed that there were statistically significant and positive relationships in the indicators of extroversion, openness, agreeableness, and conscientiousness in personality traits and achievement in the work values (Kaleli, & Yalçın, 2021).

#### Relationship between Levels of Teamwork Attitudes and Work Values

Presented in Table 6.2 is the result of the test of correlations between the levels of teamwork attitudes and work values at 0.05 level of significance. It can be seen from the table that the r-value is 0.607 with a p-value of 0.000.

The result implies that there is a robust, positive, and significant correlation between the teachers' level of teamwork attitudes and their level of work values. All teamwork attitudes indicators were significantly connected with work values, having r-values ranging from 0.375 to 0.582 and p-values less than 0.05. Meanwhile, when the indicators of the variable work values were singularly correlated with the overall level of teamwork attitudes, the results revealed r-values ranging from 0.298 to 0.588 with p-values less than 0.05, therefore all indicators showed significant correlations.

The findings of the study are aligned with the found correlation between teamwork attitudes and work values. Specifically, when team members are aware of their responsibilities and roles, as well as the significance of their output being relied upon by the rest of their team, team members will be driven to share the same work values (Quines & Piñero, 2022). In support of this, teamwork also encourages a sense of belonging, which often translates to a greater positive work value such as a sense of ownership and accountability for the work. This is especially true when people respect each other at work (Half, 2020; Stack, 2016; Wehbe, 2017).

**Table 6.2**

#### Significance on the Relationship between Levels of Teamwork Attitudes and Work Values

Teamwork Attitudes	Work Values						
	Discipline	Creativity	Orderliness	Patience	Decisiveness	Achievement	Overall
<b>Team Structure</b>	.262*	.322*	.340*	.336*	.275*	.387*	.476*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
<b>Leadership</b>	.189*	.187*	.295*	.317*	.230*	.325*	.375*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
<b>Situation Monitoring</b>	.265*	.377*	.285*	.343*	.283*	.588*	.543*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
<b>Mutual Support</b>	.297*	.380*	.362*	.385*	.330*	.569*	.582*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
<b>Communication</b>	.178*	.182*	.382*	.399*	.277*	.460*	.454*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
<b>Overall</b>	.298*	.367*	.407*	.440*	.346*	.588*	.607*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)

\*Significant at 0.05 significance level.

Furthermore, various authors (Barnes et al., 2018; Varela & Mead, 2018) claim that wherein everyone in the team assists teammates in carrying out their actions and is willing to assume a task for a teammate. Team members who receive high amounts of backing-up behavior decrease their task work in a subsequent task, especially when a team member can observe their workload.

### Relationship between Levels of Work Engagement and Work Values

A significance level of 0.05 was used to analyze the relationships between teacher engagement and levels of work values. The results of this analysis are provided in Table 6.3 below. It is evident that p-value is 0.000, and the aggregate r-value is 0.429. The table also includes the correlation coefficient. There is a strong, positive, and statistically significant correlation between the degree of work engagement displayed by public school teachers and the degree of work values they exhibited, as demonstrated by the findings of this research.

The results of individual correlation analyses between work engagement and each of the work values indicators revealed r-values between 0.191 to 0.420, with p-values below 0.05. This suggests the existence of substantial correlations. Furthermore, a significant correlation was observed between each of the work values indicators and the overall level of work engagement, as indicated by r-values between 0.176 to 0.416 and p-values below 0.05; thus, the present findings suggest that the correlations are indeed substantial.

**Table 6.3**

**Significance on the Relationship between Levels of Work Engagement and Work Values**

Work Engagement	Work Values						
	Discipline	Creativity	Orderliness	Patience	Decisiveness	Achievement	Overall
<b>Cognitive Engagement</b>	.114*	.115*	.415*	.328*	.217*	.210*	.325*
	(0.015)	(0.014)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
<b>Emotional Engagement</b>	.162*	.197*	.352*	.348*	.260*	.407*	.420*
	(0.001)	(0.000)	(0.000)	(0.0000)	(0.000)	(0.000)	(0.000)
<b>Social Engagement: Students</b>	.065	.091	.250*	.205*	.214*	.023	.191*
	(0.162)	(0.051)	(0.000)	(0.000)	(0.000)	(0.616)	(0.000)
<b>Social Engagement: Colleagues</b>	.182*	.209*	.234*	.316*	.257*	.225*	.344*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
<b>Overall</b>	.176*	.206*	.416*	.399*	.315*	.295*	.429*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)

\*Significant at 0.05 significance level.

The findings of the study are aligned with the found correlation between work engagement and work values. Work values are essential in determining an individual's level of engagement at work because they represent a person's core beliefs and values related to their line of work. (Dubbelt et al., 2019). In support to this, work values and engagement can have a reciprocal relationship which means that values can influence engagement, but it can also go both ways, Fei and Tien (2024).

Furthermore, the relationships that teachers form with their peers, students, parents, and the greater community have a significant impact on their work values and level of engagement. Their passion and commitment to the subject are further bolstered by their cooperative efforts, supportive connections, and sense of meaningful influence on students' lives, (Fei &Tien 2024).

### Relationship between Levels of Organizational Commitment and Work Values

Displayed in Table 6.4 is the result of the investigated correlations between the levels of organizational commitment and work values at 0.05 level of significance. It can be seen from the tale that over, the r-value is 0.465 with a p-value of 0.000. The finding implies that there is an efficient, positive, and significant correlation between the public-school teachers' level of organizational commitment and work values. All job performance metrics were significantly connected with work values, with r-values ranging from 0.285 to 0.479 and p-values less than 0.05. On the other hand, when the indicators of the variable work values were singularly correlated with the overall level of organizational commitment, the revealed r-values ranging from 0.119 to 0.503 with p-values less than 0.05, therefore all indicators showed significant correlations.

The findings of the study are aligned with the found correlation between organizational commitment and work values. The results of the current study parallel with Lestari, Nasihah and Komalasari (2023) that there is a relationship between work value and commitment to the organization or company that wants to increase the commitment that exists among employees expected to ensure the match between organizational rewards and work values for employees. Several factors can form an organizational commitment to employees, one of which is the work value of each employee.

Table 6.4

Significance on the Relationship between Levels of Organizational Commitment and Work Values

Organizational Commitment	Work Values						Overall
	Discipline	Creativity	Orderliness	Patience	Decisiveness	Achievement	
<b>Affective Commitment</b>	.427* (0.000)	.315* (0.000)	-.030 (0.526)	.079 (0.090)	.182* (0.000)	.204* (0.000)	.317* (0.000)
<b>Continuance Commitment</b>	.334* (0.000)	.202* (0.000)	.124* (0.008)	.161* (0.001)	.210* (0.000)	.109* (0.020)	.285* (0.000)
<b>Normative Commitment</b>	.339* (0.000)	.357* (0.000)	.255* (0.000)	.287* (0.000)	.323* (0.000)	.349* (0.000)	.479* (0.000)
<b>Overall</b>	.503* (0.000)	.389* (0.000)	.119* (0.011)	.209* (0.000)	.302* (0.000)	.281* (0.000)	.465* (0.000)

\*Significant at 0.05 significance level.

In support to this, work values have an important role in an organization because it is this work value that affects employees' commitment to the organization where they work. The results show that the more important influence, feedback and responsibility and the relationship with supervisors and colleagues are for someone, the more they commit to the organization because they want to. The more important values such as pay or benefits are to people, the more they commit to the organization because the cost of leaving the company would be too high. Furthermore, the more important relationships with supervisors and colleagues are, the more people are committed to the organization because they feel obligated, Zeinhofer (2022).

**Best Fit Model on Work Values**

The Figure 2 model needs adjustment to fit the data. The study tested three models for data appropriateness. All mentioned indices must fall within the allowed limits for the best-fit model. If the p-value is greater than 0.05, the chi-square divided by degrees of freedom should be between 0 and 2. The root mean square error approximation value must be less than 0.05 and the P-value greater. The norm, Tucker-Lewis, comparative fit, and quality of fit indices must exceed 0.95. These factors help choose the most accurate model.

**Generated Model 1.** Figure 2 shows the generated structural model 1 involving the interrelationships of the exogenous variables: personality traits with its five indicators namely: extraversion, neuroticism, openness, agreeableness, and conscientiousness; teamwork attitudes with five indicators: team structure, leadership, situation monitoring, mutual support, and communication; work engagement with its four indicators: cognitive, emotional, engagement: student, and social engagement: colleagues; organizational commitment has three indicators namely: affective, continuance, and normative commitment; and their causal relationship on the endogenous variable work values with six indicators discipline, creativity, orderliness, patience, decisiveness, and achievement.

It can be gleaned from the figure that personality traits to work values have a  $\beta$ -coefficient of -0.23; teamwork attitudes to work values have 0.52; work engagement to work values has 0.36; and organizational commitment to work values has 0.49. On the other hand, looking into the effect of the latent variables on each other revealed higher  $\beta$ -coefficient values: personality traits to teamwork attitudes have 0.78; teamwork attitudes and work engagement 0.58; work engagement and organizational commitment has 0.20; and organizational commitment to personality traits has 0.57.

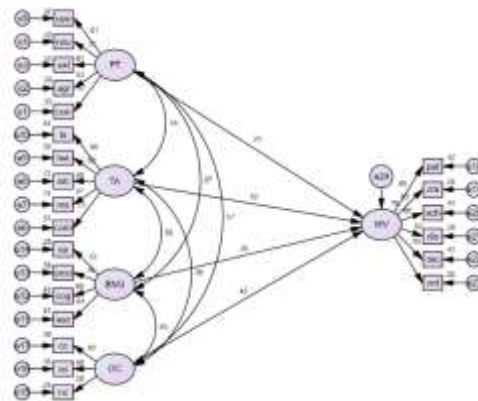


Figure 2. Structural Equation Model 1 in Standardized Solution

Table 7

## Goodness of Fit Measures of Structural Equation Model 1

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	5.706
P-value	> 0.05	.000
GFI	> 0.95	.789
CFI	> 0.95	.749
NFI	> 0.95	.714
TLI	> 0.95	.712
RMSEA	< 0.05	.101

Furthermore, the survey results indicate a model that does not fit well with the provided data. Table 7 shows that the model did not fit. Close-fitting models have P-close and RMSEA values above and below 0.05 (Kenny, 2015). The derived model values of P-close .000 and RMSEA 0.101 indicate a poor match. Steiger (2007) states that CMIN/DF should be less than 2 and Tucker-Lewis Index (TLI) and Comparative Fit Index (CFI) should be better than 0.95 for a reasonable fit and close to 1 for an exceptional fit. The Figure 2 model backed by Table 10 data failed the basic requirement.

**Generated Model 2.** The generated model 2 is shown in Figure 3. It shows the interrelationships of the exogenous variables where some indicators with low values were removed. It can be seen that only two indicators – openness and conscientiousness were retained from personality traits. However, teamwork attitudes retained only four indicators namely: team structuring, leadership, mutual support, and communication; work engagement has two retained indicators – engagement: student, and social engagement: colleagues; and organizational commitment with two retained indicators: continuance commitment and normative commitment. Lastly, work values is positively influenced by its retained four indicators: patience, achievement, discipline, and orderliness.

The figure presents a  $\beta$ -coefficient of 0.05 for personality traits; 0.69 for teamwork attitudes; 0.06 for work engagement; and 0.14 for organizational commitment in relation to work values. Several hidden factor interactions showed significant  $\beta$ -coefficient values, including personality and teamwork attitudes (0.82), teamwork attitudes and work engagement (0.52), work engagement, and organizational commitment (0.40), and organizational commitment and personality traits (0.37). Thus, Fidell (2007) advised tighter thresholds: 0.32 (poor), 0.45 (fair), 0.55 (good), 0.63 (very good), or 0.71 (excellent).

Personality traits promote bright, high-coefficient bearers. Openness ( $\beta = 0.60$ ) and conscientiousness ( $\beta = 0.61$ ) are the two components. Significant factors affecting teamwork attitudes are mutual support ( $\beta = 0.77$ ) and communication ( $\beta = 0.76$ ). The work engagement model includes engagement: students ( $\beta = 0.56$ ) and social engagement: colleagues ( $\beta = 0.77$ ); the indices of organizational commitment are normative commitment ( $\beta = 0.96$ ) and continuance commitment ( $\beta = 0.31$ ). Work values indicators are patience ( $\beta = 0.72$ ) and achievement ( $\beta = 0.67$ ). The model scale measured frugality. It is evident that all remaining indicators exert a direct influence on teachers' work values emphasizing the comprehensive impact of the four exogenous variables on the endogenous variables.

Furthermore, Model 2 exhibited significant improvements in various indices compared to Model 1. Notably, the CMIN/DF ratio improved from 5.706 to 4.967, although it still falls short of acceptability, as it does not meet the required criterion of  $0 < \text{value} < 2$ . The GFI also demonstrated an increase from 0.789 to 0.907, but it remains below the necessary threshold of 0.95 for a satisfactory fit. Additionally, the RMSEA decreased from .101 to .093, but it remains unacceptable, failing to meet the required criterion  $< 0.05$ . Both P-value and P-close maintained the same value of .000 in both models, indicating a poor fit as they did not satisfy the criterion of  $> 0.05$ . Although the CFI improved from .749 to .863, and the TLI rose from .712 to .814 therefore meeting the acceptable criterion of  $> 0.95$  for a reasonable fit. However, despite the improvements in certain indices, comprehensive adherence to all criteria is imperative for considering the model a good fit. Thus, it is a poor fit.

Table 8 exhibits structural change prohibited model fitting. Close-fitting models have P-close and RMSEA above and below 0.05 (Kenny, 2015). Model fit is poor with P-close = 0.000 and RMSEA = 0.093. CMIN/DF less than 2 and Tucker-Lewis Index (TLI) and Comparative Fit Index (CFI) better than 0.95 for fair fit and near to 1 for excellent fit, according to Steiger (2007).

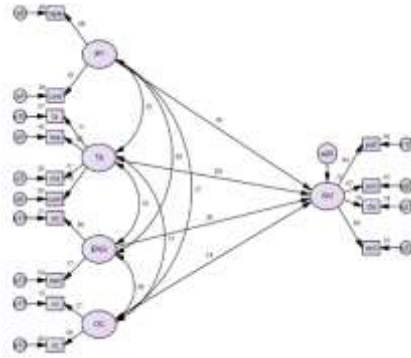


Figure 3. Structural Equation Model 2 in Standardized Solution

Table 8

Goodness of Fit Measures of Structural Equation Model 2

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	4.967
P-value	> 0.05	.000
GFI	> 0.95	.907
CFI	> 0.95	.863
NFI	> 0.95	.836
TLI	> 0.95	.814
RMSEA	< 0.05	.093

**Generated Model 3.** Illustrated in Figure 4 is the generated model 3, which shows that two of five personality traits indicators – *openness* and *conscientiousness* remained significant predictors of work values. *Team structure* and *communication* affected the work values, but two of the five teamwork attitudes indicators did. *Engagement: student* and *social engagement: colleagues* were two of the four work engagement metrics that affected work values. *Organizational commitment* has two indicators out of three namely *continuance commitment* and *normative commitment* that affect work values. The results indicate that Region XIII public school teachers’ work values were best anchored on personality traits, which were measured in terms of openness and conscientiousness, teamwork attitudes in terms of team structure and communication, work engagement in terms of engagement: students and social engagement: colleagues, and organizational commitment in terms of continuance commitment and normative commitment.

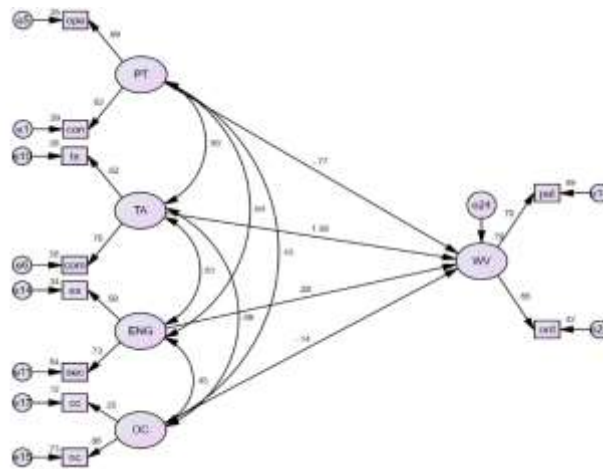


Figure 4. Structural Equation Model 3 in Standardized Solution

Table 9

Goodness of Fit Measures of Structural Equation Model 3

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.940
CMIN/DF	0 < value < 2	1.402
P-value	> 0.05	.087
GFI	> 0.95	.985
CFI	> 0.95	.989
NFI	> 0.95	.964
TLI	> 0.95	.981
RMSEA	< 0.05	.030

Further, figure 4 shows the interrelationships of the exogenous variables: personality traits, teamwork attitudes, work engagement, and organizational commitment and their causal relationship to the endogenous variable work values. Model 3 is a modified version of Models 1 and 2, wherein some indicators with low values were removed. Thus, the substantial improvement among indices was manifested in Model 3 when compared to Model 2, such as P-Close of .000 to .940; CMIN/DF of 4.967 to 1.402; P-Value of .000 to .087; GFI of .907 to .985; CFI of .863 to .989; NFI of .836 to .964; TLI of .814 to .981; RMSEA of .093 to .030; all fall within the acceptable ranges.

Table 9 shows that Model 3 fits the latent variables. The third model is parsimonious. This study rejects the null hypothesis that there is no best-fit model for work values among public school teachers in the Caraga Region according to the model with the best fit. According to (Yulitiani, 2020) work values also greatly influence and determine the performance of work in a company or organization. So, the success of a company or organization is largely determined by the value of the work done. Work values are also a basic foundation as a spirit and driving force in growing employee performance.

The generated structural Model 3 shows the direct causal link of the exogenous variable with the endogenous variable. Findings revealed high levels of personality traits and teamwork attitudes, a very high level of work engagement, and high levels of organizational commitment and work values. There is a strong, positive, and significant correlation between personality traits and work values, teamwork attitudes and work values, work engagement and work values, and organizational commitment and work values. Further results showed that the best-fit model was model 3 showing the direct causal relationships of personality traits, teamwork attitudes, work engagement, and organizational commitment on Work Values.

Finally, the third structural equation model portrays a modification of model 3, retaining only two indicators of each exogenous variables and endogenous variable with the highest beta values. The Personality Traits (PT) of the respondents were defined by the retained indicators, namely: Openness (ope) and Conscientiousness (con). Teamwork Attitudes (TA) was described with the following retained indicators: Team Structure (ts) and Communication (com). Meanwhile, Work Engagement (ENG) was determined in terms of indicators of Engagement: Student (es) and Social Engagement: Colleagues (sec). On the other hand, Organizational Commitment (OC) was described with the retained indicators: Continuance Commitment (oc) and Normative Commitment (nc). Finally, Work Values (WV) retained the following indicators: Orderliness (ord) and Patience (pat). Findings suggest that the policy-making body of the Department of Education should look into the provision of professional development, workload allocations, and benefits of the teachers to further improve their work values.

Since the current model was the best fit of all, there was no need to test another model. There may be an ideal model that accurately predicts Region XIII public school teachers' work values. The model shows that personality traits, teamwork attitudes, work engagement, and organizational commitment can predict work values. Public school teachers have remarkable dedication to the organization indicating the possibility for further enhancement. Furthermore, offering incentives and acknowledgments can enhance employees' self-worth and ability to remain with the company.

Work values focus on individual attitudes and the image individuals give in their work (Yulistiani, Lubis, & Effendy, 2020). In addition, work values express the personal relationship to what the employee hopes to accomplish from their job and career. Work values are beliefs about the specific qualities of work and work-related consequences (Gallie, 2019). An employee with a well-positioned work value with an organization is happy; and he is more productive (Gesthuizen, Kovarek & Rapp 2019; Malinowska & Tokarz 2019). The overarching idea is that people are more motivated, satisfied, and committed when the values emphasized in the organization or job are congruent with their own – the employee fits the organization. Furthermore, work values are personal and are not dependent on the kind of organization where an individual works. However, an organization can help the employee find their purpose in their position (Van Ingen, Ruiters, Peters, Kodden, & Robben 2021). The purpose of someone doing the job is to learn, to grow, and to realize his/her potential (Cherry, 2019).

Findings further showed that significant relationships existed between personality traits and work values; between teamwork attitudes and work values; between work engagement and work values; and between organizational commitment and work values. Finally, the results of the study revealed that the best-fit structural model was the Generated Model 3. It illustrates that all exogenous variables showed significant relationships with the endogenous variable, work values. After structural modifications, personality traits were described by the retained indicators: *openness and conscientiousness*, supported by the variable teamwork attitudes with retained indicators: *team structure and communication*. Moreover, the structure was further strengthened by the third exogenous variable work engagement, which was outlined by the retained indicators: *social engagement: student and social*

*engagement: colleagues* while the organizational commitment was measured by its retained indicators: *continuance and normative commitment*. Finally, the endogenous variable work values were defined by the indicators *patience and orderliness*. The findings could be a significant baseline for the enhancement of the schools' faculty development program.

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## CONCLUSION AND RECOMMENDATION

Based on the findings, the researcher derived the following conclusions and recommendations.

Personality traits level consistently remained high, as frequently observed. The intensified levels of the indicators, namely, extraversion, neuroticism, openness, agreeableness, and conscientiousness contribute to the observed high level of personality traits in this study. To establish the personality traits of teachers constantly, the school principal may facilitate a program through training/seminars that focus on personality development. It will help them improve their teaching standards and the way they connect with their students. It will also broaden their knowledge of how to manage their different personalities in order to respond to different situations they may encounter and establish a positive personality for a brighter future.

The level of teamwork attitudes demonstrated a consistently high standard, thereby ensuring continuous observation. The heightened levels of the indicators, namely team structure, leadership, situation monitoring, mutual support, and communication contribute to the elevated level of the variable. Based on the findings of the study presented in the ideal fit model, the researcher anticipates that public school teachers may need to strengthen their bond with their colleagues to maintain good teamwork within the workplace. To achieve this, the school head may conduct team building to strengthen the camaraderie and closeness of the team. The Schools Division Office may also give training/workshop programs to enhance the teamwork attitudes of the teachers.

To successfully carry out the many obligations placed on the school, the faculty, staff, and administration may work together to address the need for work engagement among the public-school teachers in their workplace. In addition, increasing the sense of friendship and cooperation among the faculty and staff of the school is one method for enhancing the engagement of the faculty that may result in a great many benefits.

The improvement of organizational commitment of public-school teachers includes encouraging opportunities and involvement for professional and leadership growth working in a positive environment, encouraging collaboration, strengthening ties between faculty, parents, and community members, helping faculty become better problem solvers achieving a higher level of commitment and improving teaching quality, and communication. The Department of Education may design appropriate programs to encourage team members to keep up the support of each other, listen to others, share knowledge, support teammates, and set general team goals.

Work values is an essential factor that may influence the quality of teaching and learning of the students. Given the emphasis on the factors gained through this study, it is hoped that administrators could recognize the work values of teachers to boost their enthusiasm to work and produce more. When teachers' work values are given importance by the leaders, their personality traits, teamwork attitudes, work engagement, and commitment may increase.

This supports the Schwartz Theory of Basic Values which emphasizes that values are one important especially central component of our self and personality, distinct from attitudes, beliefs, norms, and traits. It is a critical motivator of behaviors and attitudes. Furthermore, to satisfy the work values, principals and other school heads may offer possibilities that support healthy working conditions and desirable leadership. They could also look at this issue and improve their management, especially in allocating workload and duties to teachers.

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