



Teacher Efficacy, Job Satisfaction, and Work Engagement: A Structural Equation Model on Organizational Commitment of Teachers in Region XI

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DOI : <https://doi.org/10.5281/zenodo.14842214>

ABSTRACT

The study aims to determine a best-fit model for organizational commitment as influenced by teacher efficacy, job satisfaction, and work engagement of teachers of Region XI. A non-experimental quantitative research design employing descriptive, predictive, and structural equation models to randomly selected 400 teachers in Region XI. The collected data from an adapted survey questionnaire were analyzed using mean, Pearson product-moment correlation coefficient, linear regression, and structural equation modelling. The findings of the study revealed that the level of teacher efficacy, job satisfaction, work engagement, and organizational commitment were described as high, which was frequently evident among the teachers in Region XI. Also, there was a strong significant correlation between teacher efficacy and organizational commitment, job satisfaction and organizational commitment, and work engagement and organizational commitment, as the p values of all the measures are less than the significant alpha value. Further, the result shows a significant influence of the three exogenous variables, namely, teacher efficacy, job satisfaction, and work engagement, towards the endogenous variable, which is organizational commitment. Lastly, Model 3 of the framework met all the criteria for organizational commitment and can be considered the best-fitting model. It demonstrated a reasonable fit across all aspects and can be considered the most concise and effective model. Like any other employees, teachers must be committed to their organization because they play a significant role in the educational system. Their commitment will aid in creating quality education and providing meaningful success to the students.

Keywords: *educational management, teachers, teacher efficacy, job satisfaction, work engagement, organizational commitment, structural equation model, Philippines*

SDG Indicator: # 4 (Quality Education)

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

INTRODUCTION

The issue of organizational commitment among educators has gained prominence in educational research. Evidence indicates that increases in professional experience correlate negatively with organizational commitment, implying that experienced teachers may exhibit reduced attachment to their schools. Challenges remain in comprehending the evolution of this commitment and the factors that influence it. Research indicates that organizational commitment influences teachers' engagement, productivity, and retention within their institutions (Bogler & Berkovich, 2020).

It highlights the necessity of identifying mechanisms to sustain and improve commitment levels, particularly in dynamic educational contexts. Empirical studies reveal deficiencies in the examination of multi-dimensional factors. It encompasses educators' emotional commitment, sense of duty, and perceived costs of departing from their institutions. High organizational commitment correlates with enhanced teaching quality, decreased turnover intentions, and an improved school climate (Pratama, Nur, Suwarni, and Handayani, 2022).

Moreover, educators can enhance productivity and efficiency by fostering and reinforcing their organizational commitment. Teacher efficacy is a crucial attribute necessary for fostering organizational commitment among educators. Some assert that dedicated educators possess a strong passion and enthusiasm for teaching, demonstrate a profound commitment to their profession, and achieve significant success in their endeavors. Individuals exhibit a strong commitment to organizations that align with their values, fostering a sense of pride in membership. Committed employees exhibit a strong desire and profound attachment to their work (Demir, 2020).

Furthermore, various researchers have explored the relationship between organizational commitment and job satisfaction. Prior research has shown a significant relationship between organizational commitment and job satisfaction. Job satisfaction markedly improves organizational commitment, especially affective commitment. A positive correlation emerges between teacher satisfaction with diverse perks and organizational commitment. Promotions, interpersonal interactions, and conducive working environment enhance organizational commitment. Happiness with job autonomy has a

more significant impact on organizational commitment than happiness with wages. Improving job satisfaction is essential for fostering employees' dedication to the organization (Manalo, De Castro, and Uy, 2020).

Moreover, studies reveal that organizational commitment positively affects work engagement, illustrating an intrinsic connection between the two concepts. Elevated employee commitment to an organization is defined by a profound belief in and adherence to its objectives and principles. The individuals exhibited a profound dedication to investing substantial effort and making considerable sacrifices for their group. They similarly articulated a wish to persist in their collaboration with the organization. Studies demonstrate that elevated levels of workplace engagement are associated with heightened organizational commitment (Cao, Liu, J., Liu, K, Yang, & Liu, Y., 2019; Yandi & Havidz, 2022).

A study by Dağdeviren Ertaş and Özdemir (2024) examined the mediating impact of organizational commitment in the link between collective teacher efficacy and work engagement. The findings suggest that enhancing teachers' collective efficacy can bolster organizational commitment, hence augmenting work engagement. This underscores the need to foster a supportive organizational atmosphere to improve both efficacy and commitment among educators.

Furthermore, research conducted by Fabelico, Fitzgerald, and Afalla (2020) indicated that increased teacher efficacy significantly influences organizational commitment. This indicates that teachers who possess confidence in their talents are more predisposed to engage in altruistic behaviours, hence enhancing their organizational commitment. The results highlight the imperative for professional development initiatives that bolster teachers' self-efficacy and foster altruistic behaviours to strengthen organizational commitment.

A comprehensive review published in the International Journal of Creative Research Thoughts (2024) indicated that educators with low work satisfaction often experience negative emotions such as anxiety, despair, and insecurity, which are significant predictors of professional attrition. The study identified crucial elements that significantly influence job satisfaction levels. The results demonstrate that professional attributes substantially affect teachers' job happiness. Conversely, instructors with heightened job satisfaction tend to exert greater effort in their student interactions, leading to improved educational outcomes.

Recent research on job happiness underscore the importance of workplace characteristics, such as leadership, support, and career growth, in affecting employee contentment. Other study established a positive association between supportive management practices and teacher work happiness, highlighting the importance of job enrichment in enhancing teacher satisfaction. Elamin and Alharbi (2021).

Recent research has shown the correlation between teacher work engagement and organizational commitment in affecting educational performance. Wang et al. (2022) conducted a study investigating the influence of organizational support and job resources on teacher work engagement and the subsequent effect on organizational commitment. The results revealed that educators possessing sufficient job resources and strong organizational support exhibited heightened work engagement, hence strengthening their commitment to the organization. The study emphasized that fostering a supportive environment increases engagement and dedication, hence enhancing teacher retention and student success.

Furthermore, a study conducted by Khairi, Abdulrahman, Alshmemri, Bagadood, and Alsulami (2023) examined the reciprocal association between work engagement and organizational commitment among teachers. The research suggested that educators with high levels of work engagement were more likely to have considerable emotional commitment and devotion to their organizations. Moreover, organizational commitment forecasted enduring involvement over time, creating a positive feedback loop. The findings underscore the necessity for school administrators to prioritize programs that improve teacher engagement and organizational commitment to cultivate a strong educational workforce.

In addition, Rossiandy (2023) also explored the effect of self-efficacy on job satisfaction, organizational commitment, purpose, and job performance among private school educators. The research demonstrated that when educators possess confidence in their abilities, they typically experience enhanced work satisfaction and dedication to their institutions. This thus improves their motivation and performance in the workplace. These findings emphasize that fostering confidence in instructors bolsters their dedication and promotes outcomes.

Moreover, Huaman, Morales-García, W., Huancahuire-Vega, Palacios-Fonseca, Castillo-Blanco, Morales-García, B., and Saintila (2023) investigated the influence of self-efficacy, organizational commitment, and workload on life satisfaction among elementary school teachers, with job satisfaction serving as a mediator variable among these factors. Their findings revealed that educators with high self-efficacy and organizational commitment achieved greater job happiness and overall life fulfillment. It underscores the imperative of creating supportive environments that enhance teachers' confidence and dedication to schools, leading to professional fulfillment and personal well-being.

This study also discussed its conceptual framework. The independent variable in the study is teacher efficacy by Tschannen-Moran and Hoy (2001), composed of instructional strategies, classroom management, and student engagement. Job satisfaction is another independent variable in the study. Key factors include opportunities and rewards, supervision, fringe benefits, operating rules and procedures, coworkers, and the nature of work performed (Lamond and Spector, 2000). The study includes teacher engagement as another independent variable, characterized by vigor, dedication, and absorption (Schaufeli and Bakker, 2003). The study's dependent variable is organizational commitment, which encompasses affective commitment, continuance commitment, and normative commitment (Meyer and Allen, 1990).

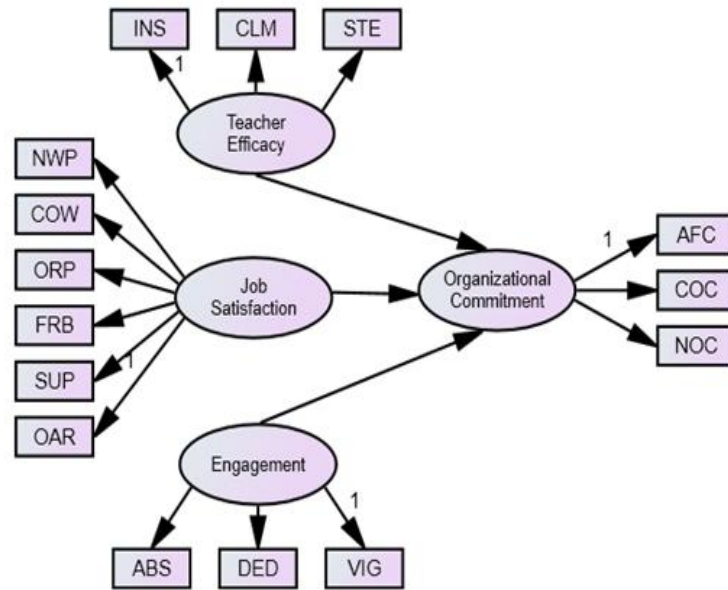


Figure 1.

Legend:

- | | | | |
|---------------------------------------|---|-------------------------|-------------------------------------|
| <i>INS – Instructional Strategies</i> | <i>ORP -Operating Rules, and Procedures</i> | <i>DED -Dedication</i> | <i>AFC – Affective Commitment</i> |
| <i>CLM – Classroom Management</i> | <i>FRB – Fringes Benefits</i> | <i>VIG – Vigor</i> | <i>NOC – Normative Commitment</i> |
| <i>STE – Student Engagement</i> | <i>OAR - Opportunities and Rewards</i> | <i>ABS – Absorption</i> | <i>COC – Continuance Commitment</i> |
| | <i>NWP – Nature of Work Performed</i> | | |
| | <i>COW – Coworkers</i> | | |
| | <i>SUP – Supervision</i> | | |

Conceptual Framework

This study is grounded in Becker's theory (1960), as cited by Bading (2022), which asserts that committed individuals possess shared values, strive to preserve membership, and are prepared to invest effort for the organization. Dedicated educators frequently cultivate a deep psychological bond with their disciplines, pupils, and the educational setting. The organizational commitment of teachers substantially impacts the efficiency and effectiveness of their work, directly connecting with their job involvement and excitement.

This research is additionally corroborated by Waweru, Kihoro, and Gachunga (2021), who contend that instructors' self-efficacy has a favorable effect on their dedication to teaching. The efficacy of educators, characterized by their confidence in their capacity to execute tasks, affects their conduct, diligence, and, ultimately, their enduring dedication to their vocation. The results correspond with the research by Maria, Lestari, Rochaida, Darma, and Rahmawati (2021), which established a statistically significant correlation between teacher efficacy and organizational commitment among revenue workers. Teacher efficacy showed a favorable link with affective, continuance, and normative commitment.

This research is additionally corroborated by Bashir and Gani (2020), who contend that augmenting teacher satisfaction will enhance performance and dedication in their positions. The correlation between dedication and satisfaction elucidates the substantial relationship. When job dimensions correspond with teachers' requirements, they are less inclined to contemplate resigning from their roles. A lack of alignment may lead to diminished commitment or a shift to a different career.

This study supports the findings of Tschannen-Moran and Hoy (2020), who found that teachers with higher levels of self-efficacy exhibit higher levels of organisational commitment and work engagement. Both individual achievement and general well-being are improved by a strong sense of efficacy. Self-assured people view challenging situations as opportunities for growth and learning rather than as obstacles to be avoided. A positive mindset encourages genuine passion and deep engagement in one's endeavours. When faced with challenges, they continually put forth effort, set lofty goals, and remain committed to achieving them.

A significant research gap on organisational commitment among teachers in public secondary schools served as the impetus for the study. In order to identify the most accurate predictor of teachers' organisational commitment, this study looks at teacher efficacy, job happiness, and work engagement.

It focuses on the model that best fits the study's objectives. The relationship between exogenous variables—teacher efficacy, job satisfaction, work engagement, and organisational commitment—is examined in this study using structural equation modelling. Because of their critical role in the educational system, where their contributions enhance the alignment of education with societal requirements and goals, teachers, like other professionals, must demonstrate total competency. This study has been suitably proposed.

Furthermore, not much research has linked organisational commitment in the local environment to teacher efficacy, job satisfaction, and work engagement. This study looked at how work engagement, job satisfaction, and teacher efficacy all interact together to affect organisational commitment. Filling this research gap would offer a thorough grasp of these relationships as well as recommendations for improving teacher commitment and involvement in Region XI's public secondary schools. Less study has been done on the connection between teacher efficacy and work engagement and job satisfaction in public secondary schools, despite the fact that these factors are often studied as measures of organisational commitment. Prior studies frequently examined these elements separately, ignoring their combined influence on organisational commitment.

The goal of this study was to create a causal model that would link secondary educators in the Davao Region's organisational commitment to teacher efficacy, job satisfaction, and work engagement. The degree of teacher efficacy demonstrated the effectiveness of classroom management, student participation, and pedagogical approaches. Analysing opportunities and incentives, supervision, fringe benefits, operational rules and procedures, coworkers, and the type of work performed were all part of the evaluation process for teacher job satisfaction. Additionally, task involvement was evaluated, emphasising vigour, enthusiasm, and absorption.

The study evaluated the emotive, continuance, and normative aspects of teachers' organisational commitment. The study looked into the relationships between organisational commitment, work engagement, job satisfaction, and teacher efficacy. The exogenous factors that had the biggest effects on teachers' organisational commitment were identified in this study. The goal of the study was to identify the model that best captures the organisational commitment of the teacher.

To fill in the identified research gaps, the following theories have been developed. Organisational commitment is strongly influenced by teachers' effectiveness. Organisational commitment is significantly and favourably impacted by job satisfaction. Third, there is a positive correlation between organisational commitment and work engagement. In conclusion, organisational commitment is predicted by teacher efficacy, job happiness, and work engagement.

The comprehension of teacher organisational commitment and educational quality, two essential elements of global educational systems, is enhanced by this study. The study makes clear how organisational commitment is affected by teacher efficacy, job satisfaction, and work engagement, all of which are significant in a variety of cultural and educational contexts. This study could improve teacher effectiveness and student outcomes globally by influencing educational policies and practices.

Conclusively, the report supports SDG 4: Quality Education, which aims to guarantee accessible and equitable quality education and encourage possibilities for lifelong learning across all sectors. Along with objectives to improve teaching quality and foster a positive learning environment, the study identifies elements that increase teacher effectiveness. By promoting better working conditions and incentive programmes that raise educational quality, which is crucial for economic growth and development, the study subtly helps SDG 8: Decent Work and Economic Growth.

For educators, the study has applications. Educational institutions could create focused interventions to improve these elements by comprehending the connection between teacher efficacy, job satisfaction, and work engagement. Teacher efficacy, job satisfaction, work engagement, and organisational commitment can all rise as a result of improved organisational support, opportunities for professional growth, and motivating strategies. A more encouraging workplace that understands and accommodates teachers' needs would increase their effectiveness as teachers and encourage job retention.

Finally, this will improve the development of the best possible training for educators so that students can achieve excellence. The intended academic results at educational institutions would therefore result from improved education. Diverse educational stakeholders, such as the government, community members, well-known individuals, legislators, and educators, may use the study's findings to address the challenges facing our educational system. Educational leaders, legislators, and organisations concerned in education would greatly benefit from the findings and suggested remedies. Managing the entire institution may be advantageous to school administrators, who also help teachers enhance their abilities to meet the needs of students and foster their growth.

METHOD

This section of the study addressed the methodologies employed in the research process. The discussion encompassed the research respondents, materials and instruments, research design and procedure, and ethical considerations.

Research Respondents

The Philippines' Davao Region served as the study's location. In the Philippines, the Davao Region, formerly known as Southern Mindanao, is assigned to Region XI. Comprising five provinces, the region is located in the south-east of Mindanao. The Davao Region is the region's core centre, and it encompasses the Davao Gulf (Philippine Statistics Authority, 2020). As of the now, the Davao Region employs 13,881 instructors.

All 400 participants in the study were public high school teachers selected using a stratified sample technique. There are the following numbers of participants: 100 from Davao de Oro, 200 from Davao del Norte, 50 from Davao del Sur, 35 from Davao Oriental, and 15 from Davao Occidental. The

online Raosoft calculator, which used a 50% response distribution, a 5% margin of error, and a 95% confidence interval, was used to collect data from 400 respondents. According to Kline (2015), a minimum sample size of 400 cases is recommended for SEM research. Stratified sampling approaches were used in the analysis to estimate statistical measures for each group. Every member of the community under study was assigned to a distinct strata (Thomas et al., 2010).

In a public school located in the Davao Region, a teacher gave instruction. To take part in the study, the person in the teaching position must sign the Certificate of Consent Form and have at least a year of teaching experience. Additionally, teachers who were not based in the Davao Region, those employed by private organisations, those on leave, participants who opted out, those in administrative roles, and teachers with less than a year of experience teaching in public schools were not included in the study. Influenced participants with noticeably missing data did not indicate on the permission form certifying that they intended to participate in the study.

In the end, participants were never required to provide an explanation for their early departure. According to the observation, educators in the Davao Region exhibit deficiencies in administrative support, empathy, and cooperation. Teachers have taken on a variety of duties as a result of the epidemic, which has increased work engagement and impeded organisational growth.

Materials and Instruments

This study utilized adapted questionnaires obtained from online sources. The initial questionnaire evaluated teacher efficacy (Tschannen-Moran, M., & Hoy, A. W., 2001), focussing on aspects related to instructional strategies, classroom management, and student engagement. The second questionnaire evaluated job satisfaction (Lamond & Spector, 2000) across various domains: opportunities and rewards, supervision, fringe benefits, operating rules and procedures, coworkers, and the nature of work performed. The third questionnaire, created by Schaufeli and Bakker (2003), evaluated the dimensions of vigor, dedication, and absorption in relation to work engagement. The fourth questionnaire evaluated organizational commitment, as outlined by Meyer and Allen (1990), through three dimensions: affective, continuance, and normative commitment.

Four instruments were employed, each tailored to encompass solely the items pertinent to the study. The structure was adjusted to better align with contemporary and regional conditions. The final version was developed by integrating the errors, observations, and suggestions offered by the validators prior to the implementation of the instrument. The assessment of the scales' reliability was conducted through Cronbach's alpha, and the findings are elaborated in the tool description.

The instruments used to assess teacher efficacy, job satisfaction, work engagement, and organisational commitment include measures of central tendency, descriptive statistics, and interpretative frameworks. The range of means from 1.00 to 1.79 indicates a significantly low descriptive level, meaning that the measure is not visible among public secondary school teachers. The range of means, 1.80-2.59, indicates a low descriptive level, meaning that the measure is infrequently used by public secondary school instructors. The means vary from 2.60 to 3.39, indicating a moderate descriptive level, implying that the measure is occasionally observed among public secondary school teachers. The range of means, 3.40-4.19, indicates a considerable descriptive level, showing that the measure is widely used among public secondary school teachers. The range of means from 4.20 to 5.00 indicates a high degree of descriptiveness, implying that this measure is consistently present across public secondary school teachers.

Expert validators evaluated the instrument to improve its relevance and trustworthiness, resulting in an acceptable value of 4.285. Following validation, a pilot test was conducted, with a Cronbach Alpha of .995. Cronbach's alpha is a common statistic for determining the internal consistency of various research instruments. Taber (2018) emphasises that a higher Cronbach's alpha value, approaching 1.0, indicates strong internal consistency among the items of a scale, suggesting a reliable measurement of the desired construct.

Design and Procedure

This study utilized a quantitative, non-experimental design research approach. A structural equation model (SEM) was utilized to create the optimal fit model. The descriptive-correlation research method was first utilized, assessing the relationships between variables at various measurement levels. Szapkiw (2012) emphasized that descriptive-correlation studies investigate the degree of association between two or more variables, offering insights into particular scenarios concerning a specified population. This investigation utilized the Structural Equation Model (SEM).

Lomax and Li (2013) observed that this method integrates factor analysis and path analysis to evaluate the theoretical connections between latent variables. The models may vary in complexity based on the variables employed, which encompass observed, latent, independent, and dependent variables. Factor analysis in structural equation modelling employs various indicators for each latent variable, enhancing reliability and validity compared to relying on a single measure. This study examined the connection between teacher efficacy, job satisfaction, and work engagement, as well as their effects on organizational commitment within public secondary schools in Region XI.

The individual utilized established methodologies to collect data for this study. Following the validation of the survey questionnaire by the expert panel and their approval of the study, the next steps in the research process were carried out as planned: A letter of permission was prepared for the Regional Director's office to authorize the implementation of the study in designated schools within the region. After receiving approval from the Regional Director, permission was secured from the Schools Division Superintendents to carry out the study in the selected schools.

After receiving approval from the Schools Division Superintendents, permission was granted by the school principal to proceed with the study. After obtaining approval, the individual visited several schools in the Davao region to personally hand over the approved letter, which contained Google form links to the questionnaires. The individual recognized the favorable feedback obtained from educational institutions within the Department of Education in the Davao Region.

The questionnaire was distributed online using the Google Form platform. The Google Form link was disseminated to various groups through Facebook Messenger, with the assistance of school research coordinators who helped in sharing the links with the teachers. The survey was conducted for at least one month to achieve a total of 400 responses. The data were gathered by exporting the respondents' overall responses into a spreadsheet, ensuring the completeness of each item, and then presented to the statistician for analysis.

The gathered data underwent analysis and interpretation using statistical techniques. The mean is determined by taking the total of a data set and dividing it by the number of data points present. The mean functions as a valuable instrument for analyzing and contrasting various data sets. The tool was employed to assess teacher efficacy, job satisfaction, work engagement, and organizational commitment. The Pearson Product-Moment Correlation was utilized to evaluate the strength of the linear relationship between two variables, indicated by r . The investigation uncovered the relationships between teacher efficacy, job satisfaction, and work engagement in relation to organizational commitment.

The individual followed ethical standards in the study by monitoring protocol assessments and criteria established by the University of Mindanao Ethics Review Committee (UMERC). The individual follows Republic Act 10173, known as the Data Privacy Act of 2012, to ensure the safety and confidentiality of participants' information. Only the personal information necessary for the study is collected to minimize the risk of compromising respondent anonymity. When personal data acquisition is necessary, the data will be encoded at the earliest possible stage of the process, and its secure storage will be ensured, permitting access solely to the individual responsible and authorized personnel. The secure storage of research data is guaranteed for the required duration, ensuring it is retained only as long as necessary and appropriate, with physical materials disposed of through confidential waste disposal methods.

The individual maintained compliance with ethical standards during the study by adhering to the procedural assessments and criteria set forth by the University of Mindanao Ethics Review Committee (UMERC). The updated manuscript, along with all required attachments, such as forms and validated questionnaires, was submitted for review on April 13, 2023. The manuscript and survey questionnaires were approved for the study on May 29, 2023, under UMEREC Protocol No. 2023-171.

RESULTS AND DISCUSSION

This chapter presents the data and analysis of respondents' findings concerning teachers' organizational commitment in public secondary schools located in Region XI.

Organizational Commitment

Table 1 illustrates the evaluation of teachers' organizational commitment through affective, continuance, and normative dimensions. The mean was determined to be 3.99, with a standard deviation of 0.61, signifying a high level of performance. The degree of organizational commitment is frequently evident. An in-depth investigation of each indication revealed that the affective commitment indicator attained the highest mean score of 4.09, classified as High, with a standard deviation of 0.55. In contrast, the continuance commitment indication exhibited the lowest mean score of 3.85, categorized as High, with a standard deviation of 0.74. The degree of organizational commitment among educators in Region XI was assessed as high.

Table 1

Level of Organizational Commitment

Indicators	SD	Mean	Descriptive Level
Affective Commitment	0.55	4.09	High
Continuance Commitment	0.74	3.85	High
Normative Commitment	0.79	4.02	High
Overall	0.61	3.99	High

The results demonstrate that participants exhibit a strong degree of organizational commitment. It indicates that teachers' organizational commitment is frequently evident. The results indicated that the educators displayed the characteristics necessary to achieve organizational commitment. To maintain organizational commitment, educators in Region XI exhibited a significant appreciation for affective, continuance, and normative aspects, as indicated by elevated descriptive levels across all organizational commitment metrics. The results indicate that the teachers in Region XI consistently showed these behaviors.

Demir's (2020) findings indicate that robust corporate commitment positively correlates with employee engagement, productivity, and morale. Furthermore, it enhances the probability that an employee would remain with the firm throughout challenging periods. Teachers' organizational commitment is characterized by their psychological attachment to the school, their willingness to remain with the institution due to its cohesion, and their endorsement of the organization's principles and objectives.

Teacher Efficacy

Table 2 displays the levels of teacher efficacy concerning instructional strategies, classroom management, and student engagement. The total mean of 4.37 signifies a markedly elevated level. In the per-indicator analysis, classroom management demonstrated the highest mean of 4.43, classified as Very High, with a standard deviation of 0.70. In contrast, student involvement had the lowest mean of 4.25, categorized as Very High, with a standard deviation of 0.62.

Table 2

Level of Teacher Efficacy

Indicators	SD	Mean	Descriptive Level
Instructional Strategies	0.69	4.42	Very High
Classroom Management	0.70	4.43	Very high
Student Engagement	0.62	4.25	Very High
Overall	0.63	4.37	Very High

The data imply that teacher efficacy is consistently evident. The significant application of measures related to teacher efficacy among educators in Region XI, particularly in instructional methodologies, classroom management, and student involvement, suggests that the schools have fostered teacher efficacy. The heightened degree of teacher efficacy aligns with Fabelico's (2020) findings, which demonstrate that instructors with increased self-efficacy display better enthusiasm for teaching, improved classroom management abilities, and a strong dedication to the profession.

The consistently elevated outcomes across all metrics validate Warner and French's (2020) assertion that teacher efficacy reflects educators' confidence in their ability to teach students with varied needs and foster improvements in student accomplishment. Teacher efficacy is an essential attribute for promoting organizational commitment among educators. Committed educators have a robust dedication and passion for teaching, display deep affection for their vocation, and attain considerable success in their pursuits.

Job Satisfaction

Table 3 indicates the level of job satisfaction among educators, emphasizing opportunities and rewards, supervision, fringe benefits, operational rules and procedures, coworkers, and the nature of the work performed. The job satisfaction level of educators in Region XI attained an overall mean of 3.84, accompanied by a standard deviation of 0.52, signifying a high degree of satisfaction. The examination of specific indicators indicates that the nature of work executed has the highest mean score of 4.27, classified as Very High, with a standard deviation of 0.73. The fringe benefits indicator has a mean score of 3.63, classified as High, with a standard deviation of 0.82.

Table 3

Level of Job Satisfaction

Indicators	SD	Mean	Descriptive Level
Opportunities and Rewards	0.79	3.71	High
Supervision	0.64	3.96	High
Fringe Benefits	0.82	3.63	High
Operating Rules and Procedures	0.75	3.43	High
Coworkers	0.78	4.04	High
The Nature of Work Performed	0.73	4.27	Very High
Overall	0.52	3.84	High

The study's findings indicate that work satisfaction levels among teachers in Region XI are often apparent. This suggests that employee satisfaction with the company's offerings will be reflected in their commitment. Educators in Region XI demonstrate a significant degree of job satisfaction. It demonstrates loyalty through the continual provision of excellence and the attainment of corporate objectives. The essence of work is evident when educators engage in tasks they enjoy and derive a sense of pride from their profession.

This outcome corresponds with the conclusions of Maria, Lestari, Rochaida, Darma, and Rahmawati (2020), who contend that job satisfaction is an individual experience intricately associated with the degree of pleasure obtained from one's employment and the perceived worth of the individual's contributions or efforts. Job satisfaction includes an individual's cognitive, emotional, and evaluative reactions or attitudes toward their employment. This denotes a positive emotional state arising from the assessment of a person's employment or work experience.

Work Engagement

Table 4 illustrates the level of work engagement among educators, evaluated through the aspects of vigor, dedication, and absorption. The mean was 4.11, with a standard deviation of 0.64, suggesting that work involvement is frequently observed. The devotion indicator attained the highest mean score of 4.33, with a standard deviation of 0.71, signifying an exceptionally high level of performance. The mean vigor score was 3.96, accompanied by a standard deviation of 0.72, signifying a strong level of vigor.

Table 4*Level of Work Engagement*

Indicators	SD	Mean	Descriptive Level
Vigor	0.72	3.96	High
Dedication	0.71	4.33	Very High
Absorption	0.66	4.03	High
Overall	0.64	4.11	High

This finding indicates that teachers' work engagement in Region XI is often observable. Data indicate that teacher dedication is significantly high. Teachers who are committed to their organization endorse and embrace its goals and values. Teachers exhibiting high levels of engagement in their work demonstrate greater commitment to their organizations. The individuals demonstrated a strong commitment to exert considerable effort and make sacrifices for the collective.

Pitaloka and Putri (2021) indicate that this reflects an increased sense of ownership, motivating teachers to actively contribute to the success of both their internal and external clients and the organization overall. This concept is frequently viewed as an advanced interpretation of job satisfaction, highlighting a teacher's engagement, commitment, and contentment with their profession. Work engagement plays a crucial role in teacher retention by incorporating established constructs like job satisfaction and organizational commitment.

Significance of the Relationship between Teacher Efficacy and Organizational Commitment of Teachers in Region XI

Table 5 presents the relationship between teacher efficacy and different levels of organizational commitment. The calculated r-value from the measurements was 0.653, with a p-value of less than 0.05, indicating statistical significance. The results were significant, leading to the rejection of the null hypothesis regarding the lack of a meaningful relationship.

Table 5*Significance of the Relationship between Teacher Efficacy and Organizational Commitment of Teachers in Region XI*

Teachers Efficacy	Organizational Commitment			Overall
	Affective Commitment	Continuance Commitment	Normative Commitment	
Instructional Strategies	.555**	.486**	.584**	.618**
Classroom Management	.593**	.471**	.555**	.612**
Student Engagement	.525**	.477**	.617**	.620**
Overall	.592**	.507**	.619**	.653**
	.000	.000	.000	.000

*Significant at 0.05 significance level.

Moreover, instructional strategies, classroom management, and student involvement were identified as measures of teacher effectiveness related to affective commitment. The aggregate r-value was 0.592, with p less than 0.05, indicating a statistically significant outcome. The correlation between teacher efficacy and continuing commitment measures yielded an r-value of 0.507, with p less than 0.05, indicating statistical significance. The correlation between teacher efficacy measures and normative commitment yielded an r-value of 0.619, with p less than 0.05, indicating statistical significance. All probability values demonstrated significant correlations.

This conclusion is supported by Demir (2020), who recognizes teacher efficacy as an essential factor for organizational commitment among educators. Educators with a profound commitment to student instruction often attain exceptional performance and flourish in their positions. These individuals exhibit a profound dedication to their organizations, aligning with them and articulating pride in their affiliation with the team. Conversely, disengaged employees demonstrate a lack of passion and vigor in their responsibilities, which may result in apathy toward the results.

Significance of the Relationship between Job Satisfaction and Organizational Commitment of Teachers in Region XI

Table 5.1 displays information concerning the relationship between levels of job satisfaction and organizational commitment. The overall r-value was 0.678, with p less than 0.05, suggesting a statistically significant result.

Table 5.1

Significance on the Relationship between Job satisfaction and Organizational Commitment of Teachers in Region XI

Job Satisfaction	Organizational Commitment			
	Affective Commitment	Continuance Commitment	Normative Commitment	Overall
Opportunities and Rewards	.524**	.454**	.489**	.555**
Supervision	.541**	.423**	.528**	.564**
Fringe Benefits	.430**	.397**	.440**	.482**
Operating Rule and Procedures	.178**	.223**	.260**	.257**
Coworkers	.289**	.368**	.232**	.337**
The Nature of Work Performed	.667**	.453**	.632**	.659**
Overall	.623**	.554**	.612**	.678**

*Significant at 0.05 significance level.

Furthermore, it was noted that elements such as opportunities and rewards, supervision, fringe benefits, operational rules and procedures, colleagues, and the nature of the work serve as indicators of job satisfaction when examined in relation to affective commitment, yielding an overall value of 0.623 with p less than 0.05, indicating statistical significance. The correlation between job satisfaction measures and continuing commitment yielded an r-value of 0.554 with p less than 0.05, indicating a significant association. The correlation between job satisfaction measures and normative commitment yielded an r-value of 0.612, with p less than 0.05, indicating statistical significance. Significant correlations were seen in the probability values.

The findings align with the research conducted by Manalo, De Castro, and Uy (2020), which indicates that organizational commitment, especially affective commitment, is notably impacted by job satisfaction. When individuals are content with the range of benefits and perks offered, their dedication to the organization generally increases. Elements like promotions, strong interpersonal relationships, and conducive working conditions significantly enhance organizational commitment. Notably, the fulfillment gained from job autonomy plays a more crucial role in fostering organizational commitment than simply being satisfied with wages.

Significance of the Relationship between Work

Engagement and Organizational Commitment of Teachers in Region XI

Table 5.2 provides a detailed examination of the relationship between work engagement levels and organizational commitment. The overall r-value calculated was 0.685, with a p-value less than 0.05, suggesting a statistically significant outcome. Additionally, it was observed that vigor, dedication, and absorption serve as indicators of work engagement. The correlation with affective commitment yielded an overall value of 0.660, with p less than 0.05, demonstrating statistical significance. The correlation observed between work engagement and continuance commitment indicators resulted in an overall r-value of 0.490 with p less than 0.05, which signifies statistical significance. Additionally, the relationship between work engagement

indicators and normative commitment produced an overall r-value of 0.660 with p less than 0.05, suggesting a significant association. The probability values demonstrated significant correlations.

Table 5.2

Significance of the Relationship between Work Engagement and Organizational Commitment of Teachers in Region XI

Work Engagement	Organizational Commitment			Overall
	Affective Commitment	Continuance Commitment	Normative Commitment	
Vigor	.687**	.386**	.595**	.622**
	.000	.000	.000	.000
Dedication	.628**	.516**	.677**	.693**
	.000	.000	.000	.000
Absorption	.514**	.464**	.563**	.588**
	.000	.000	.000	.000
Overall	.660**	.490**	.660**	.685**
	.000	.000	.000	.000

*Significant at 0.05 significance level.

The notable connection between work engagement and organizational commitment is evidenced by the findings of Yandi & Havidz (2022) and Cao et al (2019). It was asserted that there is a positive relationship between organizational commitment and work engagement, indicating that these two elements are intricately linked and cannot be viewed in isolation. Individuals who show a significant dedication to their organization possess a deep conviction in and alignment with its objectives and principles.

Additionally, they are prepared to dedicate considerable effort and make sacrifices for the advancement of their team. Additionally, there is a clear intention to maintain collaboration with the organization. It has been observed that individuals who exhibit high levels of engagement in their work often demonstrate a stronger commitment to their organizations. On the other hand, individuals who exhibit a lack of engagement in their work show diminished levels of commitment to their organizations.

Significance on the influence of Teacher Efficacy, Job Satisfaction, and Work Engagement on Organizational Commitment of Teachers in Region XI

Table 6 presents the influence of teacher efficacy, job satisfaction, and work engagement on teachers' organizational commitment. The regression model shows a significant outcome, as indicated by an F-value of 162.095 and a p-value of 0.000. Consequently, we reject the null hypothesis.

Table 6

Significance on the Influence of Teacher Efficacy, Job Satisfaction, and Work Engagement on Organizational Commitment of Teachers in Region XI

(Variables)	Organizational Commitment			
	B	B	T	Sig.
Constant	.393		2.358	.019
Teacher Efficacy	.220	.228	4.387	.000
Job Satisfaction	.329	.282	5.269	.000
Work Engagement	.334	.354	7.287	.000
R	.763			
R ²	.582			
ΔR	.579			

F	162.095
P	.000

This suggests the existence of a variable that can predict educators' dedication to their organization. The R^2 value of .582 indicates that 58.2 percent of the variation in professional learning communities is accounted for by the predictor variables: teacher efficacy, job satisfaction, and work engagement. This indicates that 41.8 percent of the variation can be linked to factors beyond these three variables. The presentation indicated that the standard coefficient of work engagement possesses the highest beta value of .354. The impact of work engagement on organizational commitment is more significant than that of job satisfaction, as evidenced by a coefficient of .282. Additionally, it also influences teacher efficacy, with a coefficient of .228.

This finding is consistent with the outcomes of several studies carried out. Fabalico (2020) observed that educators who possess high self-efficacy, a deep enthusiasm for teaching, and effective classroom management abilities are highly likely to continue in their teaching professions. In contrast, Manalo, De Castro, and Uy (2020) argued that promotions, positive interpersonal relationships, and favorable working conditions play a crucial role in significantly enhancing organizational commitment. Cao, Liu, J., Liu, K., Yang, and Liu, Y. (2019) asserted that individuals with high levels of engagement demonstrate increased commitment to their organizations.

Generated Structured Models

This section examines the relationships among the variables in the study. Three models were developed to identify the optimal fit for individual work performance among public secondary school teachers in Region XI. The models were assessed using the specified fit indicators, which ultimately informed the decision regarding their acceptance or rejection.

All incorporated indices must reliably remain within standard ranges to evaluate the optimal model fit. The Degrees of Freedom value needs to exceed zero and remain below 2, while the corresponding p-value must be above 0.05. Other indices, specifically the Root Mean Square Error Approximation value and the corresponding P-close value, should be less than 0.05 and greater than 0.05, respectively. It is crucial that all remaining indices, including the Normed Fit Index, Tucker-Lewis Index, Comparative Fit Index, and Goodness of Fit Index, exceed a value of 0.95.

Table 7 illustrates the relationships among the external variables: teacher efficacy, job satisfaction, and work engagement, as well as their causal relationship with the internal variable, organizational commitment. The Chi-Square value for this model is 14.133, exceeding both zero and 2, with a p-value of 0.000, which is below the 0.05 threshold. The Root Mean Square Error (RMSE) for the initial model was 0.193, surpassing the threshold of 0.05, while the associated P-value was 0.000, which is below 0.05. The remaining indices for this model, specifically the Normed Fit Index, Tucker-Lewis Index, Comparative Fit Index, and Goodness of Fit Index, are 0.714, 0.671, 0.728, and 0.709, respectively, all of which do not meet the 0.95 threshold. The analysis of the data indicated that all indices exceeded the acceptable ranges, as illustrated in Table 7 below. The model exhibits a misalignment with the data.

The second generated structural model shows a Chi-Square/Degrees of Freedom value of 7.468, which exceeds both 0 and 2, along with a p-value of 0.000, which is below the 0.05 threshold. Similar to the first model, the Root Mean Square Error Approximation for the next model was recorded at 0.136, surpassing the predetermined threshold of 0.05. The P-close value associated with this model was 0.000, which falls below the threshold of 0.05. The Goodness of Fit Index, Normed Fit Index, Tucker-Lewis Index, and Comparative Fit Index for this model are 0.808, 0.854, 0.838, and 0.870, respectively, indicating that they do not meet the threshold of 0.95. The analysis of the data revealed that specific indices exceeded the acceptable ranges, as illustrated in table 7 below. The model exhibits a suboptimal correspondence with the data.

In the third structural model, four indices—Normed Fit Index, Tucker-Lewis Index, Comparative Fit Index, and Goodness of Fit Index—showed values of 0.995, 0.996, 0.999, and 0.993, respectively, all exceeding 0.95, while P-close was greater than 0.05. The remaining three indices—Chi-Square/Degrees of Freedom at 1.201, p-value at 0.289, and Root Mean Square Error Approximation at 0.024—fall within acceptable ranges.

The study presented three advanced models. This investigation analyzes the framework that most effectively represents the factors affecting organizational commitment. The model presented in Figure 1 necessitates modifications that align with the data observed. Table 7 presents a clear summary of the goodness of fit measures for the three developed models.

Table 7

Summary of Goodness of Fit Measures of the Three 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	14.133	.709	.728	.714	.671	.193	.000
2	.000	7.468	.808	.870	.854	.838	.136	.000
3	.289	1.201	.993	.999	.995	.996	.024	.802

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

In educational settings, dedicated educators frequently exhibit a profound connection to their subject matter, their students, and the broader school community. The sense of commitment significantly impacts the effectiveness and enthusiasm with which individuals perform their jobs, directly affecting their engagement and passion for teaching. This is consistent with Bading's (2022) findings, which indicate that committed individuals typically share common values, desire to remain within the organization, and are prepared to exert additional effort to advance its objectives.

Additionally, in educational institutions, dedicated educators frequently establish robust connections with their disciplines, learners, and the broader school community. This commitment greatly influences their effectiveness and enthusiasm, leading to increased job involvement and engagement. Hngoi, Abdullah, Wan Sulaiman, and Zaiedy Nor (2024) discovered a correlation between elevated teacher efficacy, and job satisfaction, and enhanced organizational commitment. This commitment subsequently enhanced their productivity and engagement in their roles.

The initial structural model illustrates the interconnections among the exogenous variables: teacher efficacy, job satisfaction, and work engagement, as well as their causal relationship with the endogenous variable, organizational commitment. None of the indices fell within the acceptable ranges outlined in the preceding paragraph; therefore, the model exhibited a poor fit to the data.

The second generated structural model exhibited indices that did not meet acceptable ranges, indicating a lack of consistency across all indices. Consequently, the model exhibits a suboptimal fit to the data. In the third structural model, all indices exceed 0.95, and the P-close is above 0.05. The model satisfied all criteria necessary for classification as the best fit for the data. Model testing for alternative structural models has been concluded, as the generated model represents the optimal fit. The null hypothesis was consequently rejected in the presence of a best-fit model.

Consequently, the analysis of the collected data indicated that the third model satisfied the criteria for being deemed the best fit. Model testing for alternative structural models has concluded that the third generated model demonstrated the best fit. Consequently, the null hypothesis was rejected based on the identification of a best-fit model. A designated best-fit model predicts the organizational commitment of teachers in Region XI.

Best Fit Model

Table 8.1 illustrates the regression weight, highlighting the relationship between latent variables and both measured and latent variables.

Table 8

Regression Weights of the 3 Generated Models

Model	Exogenous Variables to Endogenous Variable		
	Teacher Efficacy	Job Satisfaction	Engagement
1	.163**	.287***	.304***
2	.064 ^{NS}	.543*	.195*
3	.063 ^{NS}	.516 ^{NS}	.263 ^{NS}

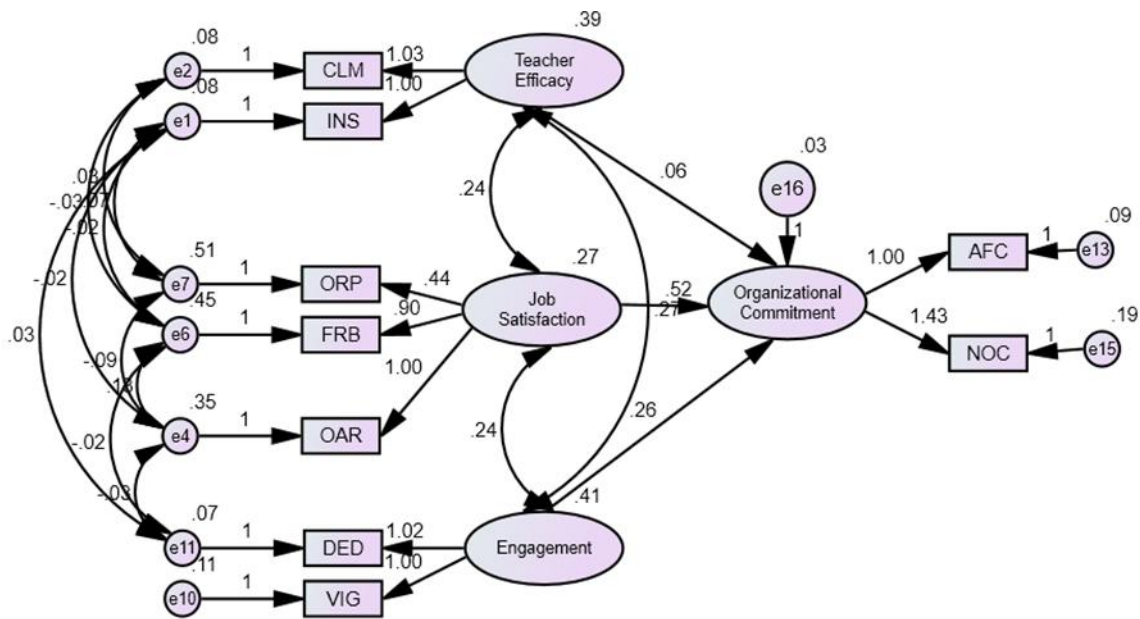
Table 8.1 indicates that job satisfaction significantly impacts teacher efficacy, with an estimated value of .237 and a standard estimate of .031. Engagement in work correlates with job satisfaction, yielding an estimated value of 0.245 and a standard estimate of 0.032. Engagement demonstrates a notable correlation with teacher efficacy, indicated by an estimated value of .272 and a standard estimate of .029. Given a significance level of 0.05, all variables are deemed significant.

Table 8.1

Covariances: (Group number 1 – Best Fit model)

Variables		Estimates	S.E.	P-value	
Teacher Efficacy	<-->	Job Satisfaction	.237	.031	***
Job Satisfaction	<-->	Engagement	.245	.032	***
Teacher Efficacy	<-->	Engagement	.272	.029	***

Moreover, this finding aligns with the results illustrated in Figure 2, demonstrating the importance of teacher efficacy, job satisfaction, and work engagement as predictors of organizational commitment. Nonetheless, the model indicated that two of the three factors influencing teacher efficacy—instructional strategies and classroom management—continue to serve as significant predictors of organizational engagement.



Legend:

INS – Instructional Strategies

ORP -Operating Rules, and DED -Dedication Procedures

CLM – Classroom Management

FRB – Fringes Benefits

VIG – Vigor

OAR - Opportunities and Rewards

AFC – Affective Commitment

NOC – Normative Commitment

Figure 2: Best Fit Model

Furthermore, regarding job satisfaction, only three out of six determiners were identified as significant predictors of organizational commitment: opportunities and rewards, fringe benefits, and operating rules and procedures. Furthermore, two of the three determinants of work engagement—dedication and vigor—have consistently emerged as significant predictors of organizational commitment.

Additionally, two determinants of organizational commitment were consistently assessed: affective and normative. The findings suggest that teachers' organizational commitment is primarily rooted in teacher efficacy, assessed through instructional strategies and classroom management; job satisfaction, evaluated based on opportunities, rewards, fringe benefits, and operational procedures; and work engagement, measured in terms of dedication and vigor.

This aligns with the findings of Waweru, Kihoro, and Gachunga (2021), which indicate that teachers' self-efficacy has a positive impact on their commitment to teaching. Educators exhibiting elevated self-efficacy tend to demonstrate increased work engagement and organizational commitment. The belief of a teacher in their capacity to execute tasks effectively influences their behavior, effort, and, ultimately, their commitment to the profession. Maria, Lestari, Rochaida, Darma, and Rahmawati (2021) identified a statistically significant relationship between self-efficacy and organizational commitment, demonstrating that self-efficacy is positively correlated with affective, continuance, and normative commitment.

The notable relationship stems from the interrelation of commitment and satisfaction; alignment of job dimensions with teachers' needs reduces their likelihood of leaving their positions. According to the study by Bashir and Gani (2020), improving teachers' performance and commitment leads to increased job satisfaction among teachers. Manalo, De Castro, and Uy (2020) assert that job satisfaction significantly influences organizational commitment, particularly affective commitment. There is a positive association between teacher satisfaction with various benefits and organizational commitment. Promotions, interpersonal relationships, and appropriate working conditions positively influence organizational commitment.

The research conducted by Tschannen-Moran and Hoy (2020) indicates that organizational commitment is significantly affected by job satisfaction and work engagement, highlighting employees' psychological attachment to their organization. Strong organizational commitment frequently arises from individual interactions, particularly when a teacher receives an attractive job offer from another institution. A strong commitment reflects a profound belief in the organization's mission and values, coupled with a determination to make significant contributions and maintain affiliation with the organization (Maria, Lestari, Rochaida, Darma, & Rahmawati, 2021).

CONCLUSION AND RECOMMENDATION

The research findings lead to the following conclusions. The findings demonstrate that Teachers of Region XI consistently display high levels of teacher efficacy, job satisfaction, work engagement, and organizational commitment. A significant relationship exists among teacher efficacy, job satisfaction, work engagement, and organizational commitment of teachers in Region XI. Also, the results indicate a significant relationship among teacher efficacy, job satisfaction, work engagement, and organizational commitment. This indicates that these variables are interrelated. Model 3, incorporating teacher efficacy, job satisfaction, and work engagement, of the three structural models developed, emerged as the most effective predictor of organizational commitment among teachers.

Results of the study supports the proposition of Bading (2022), which stated that committed individuals share values, seek to maintain membership, and are willing to exert effort for the organization. Committed teachers often establish a profound psychological connection with their subject areas, students, and the school environment. Teachers' organizational commitment significantly influences their work's efficiency and effectiveness, directly correlating with their job involvement and enthusiasm.

Several suggestions were formulated based on prior observations and conclusions. The findings indicate a significant correlation among four variables: teacher efficacy, job satisfaction, work engagement, and organizational commitment. The study emphasizes the importance of sustaining elevated levels of teacher efficacy, job satisfaction, work engagement, and organizational commitment, as well as enhancing these factors among those with lower levels, to promote the advancement of teachers' professional lives and encourage their participation in a highly engaging team environment.

The best-fit model that effectively illustrates the relationship among teacher efficacy, job satisfaction, and work engagement indicates that these elements influence teachers' organizational commitment. It highlights the importance of these elements in influencing teachers' commitment to the organization. Support from the organization is essential for educators to cultivate a robust organizational commitment, particularly concerning the advantages of teaching. Furthermore, educational administrators must create innovative strategies to balance these four dimensions to extend teacher tenure and enhance their commitment to the organization.

The researcher recommends that public sector teachers revisit policies to improve efficacy, satisfaction, engagement, and organizational commitment. It may improve school, teacher, and student outcomes. Also, the findings prompt teachers within the school organization, especially school leaders, to tackle issues concerning continuance commitment, supervision, coworker relations, work performance, and teacher absorption, particularly those indicators that exhibit low levels. School leaders can develop programs focusing on these elements and execute interventions to improve teacher efficacy and student engagement.

Additionally, Teachers may be sent to trainings and seminars to connect with emerging technology and improve learning practices for the future. They may learn techniques for implementing 21st-century skills in various integrations. Administrations can consider programs to sustain teachers' professionalism and school culture, which can improve their commitment to the organization. Develop programs and activities that enhance teacher efficacy, job satisfaction, and work engagement, as it is crucial for promoting strong organizational commitment among educators.

Finally, future researchers should investigate additional teacher demographics, particularly in public schools, to validate the findings of this study. They may also utilize additional characteristics or aspects that could affect teachers' efficiency beyond those examined in this study.

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