



A Structural Equation Model on Individual Work Performance of Public Secondary School Teachers in Relation to Organizational Commitment, Teacher Efficacy, and Work Tasks Motivation

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ABSTRACT

The study seeks to find the best-fit model of organizational commitment, teacher efficacy, and work tasks motivation in relation to individual work performance among 400 public secondary school teachers in Region XI. A non-experimental quantitative research methodology utilizing descriptive analysis and structural equation modeling to develop the best fit model. The data obtained from a modified survey questionnaire were analyzed utilizing mean, Pearson product-moment correlation coefficient, linear regression, and structural equation modeling. The study's findings indicated that organizational commitment, work task motivation, and individual work performance were described as high, while teacher efficacy was consistently very high among public secondary school teachers in Region XI. More importantly, a strong and significant correlation exists between organizational commitment and individual work performance, teacher efficacy and individual work performance, as well as work tasks motivation and individual work performance, as the p-values for all measures are below the significant alpha value. The results indicate a substantial impact of the three exogenous variables: organizational commitment, teacher efficacy, and work tasks motivation on the endogenous variable, which is individual work performance. After all, Model 3, deemed the best fit, demonstrates that organizational commitment, teacher efficacy, and work tasks motivation are exogenous variables that directly affect individual work performance. It exhibited a satisfactory match in all dimensions and may be regarded as the most concise and efficient model. Teachers, like any employees, must demonstrate commitment to their organization due to their significant role in the educational system. Their dedication will facilitate the establishment of quality education and yield significant achievement for the learners. The findings support SDG 4 by highlighting the significance of teacher involvement and professional effectiveness in strengthening teaching quality, cultivating a more dedicated and motivated workforce, and improving student educational outcomes.

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

SDG Indicator: # 4 (Quality Education)

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

INTRODUCTION

School administrators face an immense challenge when dealing with problematic teachers since their work performance has a substantial influence on their achievement in general. According to an Israeli research, poor teacher performance not only reduces the capacity of others to work but also weakens their trustworthiness. Furthermore, they consumed much of the principal's attention while displacing valued employees. Incompetent teachers make up 5-10% of the teaching force, and their license or qualification does not guarantee skill development. (Kintanar, 2020; Ahmad, Shakil, & Ali, Niaz (2023). Furthermore, during the last five years, individual work performance among teachers throughout the world has suffered significantly due to rising workloads, insufficient compensation, and institutional inefficiencies. According to the 2021 Education International research, 55% of teachers reported unmanageable workloads, with administrative tasks interfering with teaching time (Thompson, 2021).

On the other hand, teachers' individual work performance notably influences student learning development and is linked to their effectiveness, as they play a fundamental and dynamic role in the educational system. Teachers' performance and efficiency is the most beneficial school-related factor affecting student achievement. Well-equipped and well-supported teachers are essential for promoting student engagement and academic success (Darling-Hammond, 2020). The individual work performance of teachers signified to an act of completing or executing a given task (López-Cabarcos, et.al. 2021).

Teachers must be compensated well to perform efficiently in the classroom. Teachers report very high levels of work performance because of the supervision and working environment provided by school principals, which influences how well they perform at work. The leadership provided by school heads has an opposing effect on the performance of the teachers, while job security has a direct effect (Baluyos et.al, 2019).

Correspondingly, Limon and Sezgin-Nartgün (2020) asserted that teachers' work performance is a crucial determining factor in an organization's function to maintain operations and fulfill its objectives. Work performance may be described as all the activities that employees participate in while at work, as well as measurable actions, behaviors, and outputs that are directly or indirectly influenced by teaching. This perspective is influential in the educational setting since teacher performance has a direct influence on student outcomes and the overall effectiveness of the school system.

Furthermore, Hussain et al. (2019) emphasized that every organization is concerned with and values its employees' work performance. Work performance is a major factor in determining organizational success or failure. When employees perform at a better level, the organization improves and succeeds. Enhancing performance among employees eventually leads to more effective organizational performance. In the context of education, this indicates that when teachers are highly competent and perform well, schools are more likely to meet their educational objectives, resulting in improved student performance and overall school success. Work performance refers to all the activities that employees engage in while at work, as well as the behaviors and outputs that are directly or indirectly caused by the workforce. This perspective plays a role in the educational environment, because teacher performance has a direct influence on student results and the overall success of the school system.

Additionally, the teachers' commitment to the school was significantly influenced by their work performance. Educators who are satisfied with their roles are more inclined to remain with the organization. Higher employer satisfaction correlates with increased commitment to their organization (Baluyos et al, 2019). According to research by Staempfli and Lamarche (2020), employees exhibit greater satisfaction and enhanced performance when they experience fulfillment and support in the workplace.

A significant research gap prevails in understanding how they relate within organizational commitment, teacher efficacy, and work task motivation and their collective impact on individual work performance among public secondary school teachers in Region XI. This gap is particularly evident in studies that use Structural Equation Modeling (SEM) to analyze these correlations. While recent studies have used structural models to investigate performance-related aspects in educational settings (Thien et al., 2021), few findings have linked Self-Determination Theory (SDT) with organizational commitment and teacher efficacy in a holistic framework. SDT stresses intrinsic motivation and the fulfillment of basic emotional needs (Deci & Ryan, 1985; Ryan & Deci, 2020), but its correlation with organizational dynamics, as well as its potential to improve teachers' motivation and commitment, remain unexplored.

Emerging data shows that the interaction of motivation, organizational commitment, and teacher efficacy plays an important role for enhancing individual work performance (Ali et al., 2019; Salanova et al., 2020). However, a more comprehensive understanding of these interactions is lacking, particularly in the context of public secondary school teachers in Region XI. Using SEM to examine these correlations can provide complicated insights into how internal (e.g., intrinsic motivation) and external (e.g., organizational support) factors jointly impact teacher performance. While SDT has been widely used in other domains, its application to understanding the interrelatedness between organizational commitment, teacher efficacy, and work task motivation is limited, mostly in educational contexts in the Philippines (Griffin, Neal, & Parker, 2017). Addressing this research gap may give meaningful insights for designing ways and interventions for improvement.

Furthermore, there has been limited study relating teacher engagement in decision-making processes to organizational commitment in the local setting. Understanding this relationship has become essential for developing evidence-based approaches to address systemic issues in the school system. Identifying these impacts will give facts to help drive policy decisions and practical strategies for enhancing education quality in Region XI.

Additionally, this study aligns with Sustainable Development Goal 4 (SDG 4): Quality Education, specifically Target 4.c, which stresses expanding the supply of qualified, motivated, and effective teachers through specialized professional development and institutional support. This study anticipates developing a structural equation model that provides region-specific insights into enhancing individual teacher performance by examining the connection among organizational commitment, teacher efficacy, and work task motivation. Such findings have the potential to boost stakeholder awareness and influence the crafting of intervention strategies to enhance the overall quality and the management of Philippine institutions of learning, which ultimately contribute to the realization of inclusive and equitable high-quality education.

This study seeks to identify the relationship among organizational commitment, teacher efficacy, and work task motivation, and their influence on the individual work performance of public secondary school teachers in Region XI. Explicitly, this study finds answers to the following objectives. Firstly, to describe the level of organizational commitment (IV) in terms of affective commitment, continuance commitment, and normative commitment. Secondly, to describe the level of teacher efficacy (IV) in terms of efficacy for instructional strategies, efficacy for classroom management and efficacy for student engagement. Thirdly, to describe the level of work tasks motivation (IV) in terms of class preparation, teaching, evaluation of students, administrative tasks, and complementary tasks. Lastly, to describe the level of work performance in terms of task performance, contextual performance, adaptive performance, and counterproductive work behavior. Furthermore, to determine the significant relationship between Organizational Commitment and Individual Work Performance, Teacher Efficacy and Individual Work Performance and Work Tasks Motivation and Individual Work Performance. Moreover, to determine the domain that significantly influence organizational commitment, self-efficacy, and work tasks motivation to individual work performance. Also, to find out the best fit model to individual work performance.

In Addition, the researcher hypothesized that there is no significant relationship between Organizational Commitment and Individual Work Performance, Teacher Efficacy and Individual Work Performance and Work Tasks Motivation and Individual Work Performance. There is no variable that can best influence the individual work performance of the public secondary school teachers in Region XI. There is no model that best fits the individual work performance of the public secondary schools in Region XI.

This research is anchored on Campbell's individual work performance theory (1990), which depicts work performance as actions or behaviors related to the organization's goals, assessable in terms of commitment and motivation. Campbell theorizes that technical skill performance strengthens work-specific task competency. The heuristic framework proposed incorporates a universal factor of individual work performance, accounting for substantial modification in work performance assessments. Four dimensions of individual work performance are identified: task performance (Campbell, 1993), contextual performance (Borman & Motowidlo, 1993), adaptive performance (Griffin, Neal, & Parker, 2017; Park & Park, 2019), and counterproductive work behavior (Ramos-Villagrasa et al., 2019).

Also, this study is supported by Self-Determination Theory (SDT) established by Deci and Ryan (1985), explores the interrelation between organizational commitment, teacher efficacy, work tasks motivation, and individual work performance in public secondary school teachers. According to SDT, motivation is piloted by the satisfaction of three psychological needs: autonomy, competence, and relatedness. When these requirements are met, individuals are more inclined to experience heightened intrinsic motivation and involvement in their profession. In the context of this study, organizational commitment is affected by a teacher's sense of connection and autonomy within the school atmosphere. Teachers who seem emotionally connected to their organization and empowered in their professions are more likely to be engaged and dedicated to their tasks and obligations. Teacher efficacy, defined as having confidence in their ability to deliver effective learning, is tightly tied to the need for proficiency. Teachers who are ensure in their field of expertise and get enough assistance are more effective in the classroom and have better levels of work motivation. Work task motivation, which is essential for work performance, is impacted by both intrinsic motivation and alignment with personal beliefs. Teachers become more intrinsically motivated when their expectations for autonomy, competence, and relatedness are fulfilled. This eventually results in increased effort, perseverance, and improved work performance. Thus, this study emphasizes how SDT offers a thorough framework for comprehending how meeting these psychological requirements enhances teachers' motivation, organizational commitment, effectiveness, and performance in a public-school setting.

The hypothesized model consists of two types of latent constructs: exogenous and endogenous factors. The exogenous variables investigated in this study include organizational commitment, teacher efficacy, and work task motivation. Individual work performance, on the other hand, is considered an endogenous variable. As latent variables are not directly observed, they cannot be measured directly. Each latent construct was associated with several measurements or observable variables. Consequently, one of the primary concerns of this investigation will be the level of regression paths between the latent variable and the observed variables.

The latent organizational commitment consists of three components: emotional commitment, continuance commitment, and normative commitment. Affective commitment includes positive emotions such as emotional attachment and affiliation with the employer. The term "continuance commitment" refers to the level of employer commitment that is concerned with the losses (labor, time, and money) resulting from leaving an organization. Finally, normative commitment signifies sticking with an organization because of a sense of responsibility (Allen & Meyer, 1990; quoted in Hanaysha & Majid, 2020; PLOS ONE, 2021).

The latent teacher efficacy comprises three indicators: efficacy for instructional strategies, efficacy for classroom management, and efficacy for student management. Latent self-efficacy has three indicators: efficacy for instructional strategies, efficacy for classroom management, and efficacy for student management. Instructional strategies are educator practices that encourage autonomous thinking, creativity in the classroom, and strategic methods of evaluation (Seneviratne, 2019). Classroom management is defined as created tactics that focus encouraging desired behaviors in pupils through positive reinforcement, inspiration, and commitment, notwithstanding disruptive conduct. Student engagement is defined as an educator's capability to convince a learner to value learning and encourage a conducive learning environment (Seneviratne, 2019).

The latent work tasks motivation has five indicators namely: class preparation, teaching, evaluation of students, administrative tasks, and complementary tasks. Class Preparation involves choosing instructional topics and materials, creating presenting formats and sequencing, and building the procedural workflow. Teaching involves providing lessons, addressing inquiries, and attending to students' needs. Evaluation of students involves creating tests and examinations, grading, reporting grades, and providing feedback to the students. Administrative tasks encompass recording and notifying absences, implementing misconduct tracks, and attending meetings with students and administrators to examine disciplinary matters, discuss with teachers, look into with the administration, engage in union meetings, and take part school-wide gatherings and meetings. Complementary Tasks encompass instructional assistance, committee participation, extracurricular engagements, and ongoing improvement training (Johnakin-Putnam, 2020).

Individual Work Performance comprises of four indicators namely: task performance, contextual performance, adaptive performance, and counterproductive work behavior. Task performance refers to the competence with which fundamental work responsibilities are executed (Campbell, 1993). Contextual performance pertains to activities that enhance the organizational, social, and psychological milieu within which the technological core operates. Adaptive performance refers to an employee's capacity to acclimate to alterations in a work system or job duties (Park & Park, 2019) as an independent dimension.

Besides, as technology advances, the ability to adapt to a changing work environment becomes increasingly crucial. In concept, adaptive performance does not correspond exactly with task performance, contextual performance, or counterproductive work behavior. Contextual performance refers to acts that enhance the work environment, whereas adaptive performance encompasses behaviors that respond to workplace changes. They discovered that adaptive performance has unique determinants, unlike task or contextual performance. The fourth component is unproductive work behavior, referring to acts that impact the general welfare of the organization (Ramos-Villagrasa et al., 2019).

This study enhances the comprehension of educational quality and teacher efficacy, which are essential elements of global educational frameworks. The study gives insights into how organizational commitment, teacher efficacy, and work task motivation impact individual job performance that may be

applied across diverse cultural and educational contexts. This research has the potential to impact global educational policies and practices, thereby enhancing teacher performance and student outcomes on a global scale.

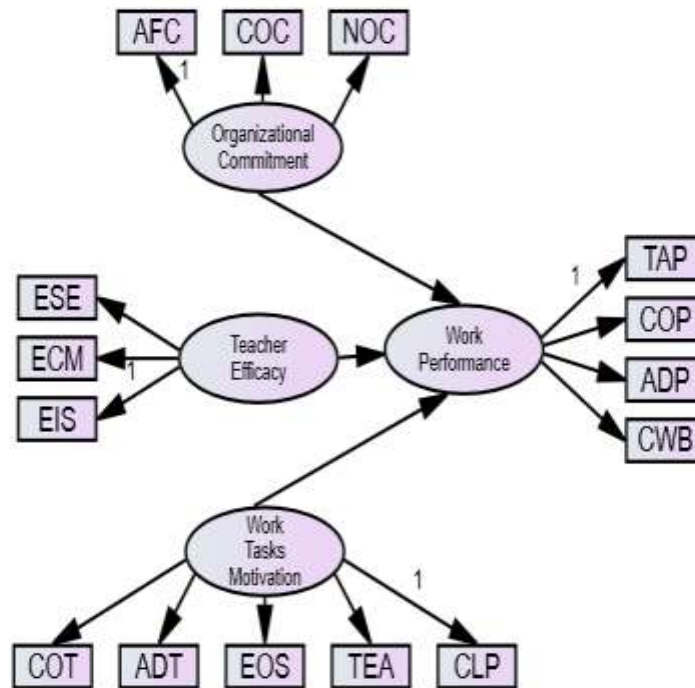


Figure 1. Conceptual Framework

The research explicitly supports SDG 4: Quality Education, aiming to deliver equitable and providing an excellent education while fostering lifelong learning opportunities for all persons in the department. The research identifies elements that enhance teacher effectiveness, aligning with objectives aimed at improving teaching quality and fostering a conducive learning environment. As well, the study implicitly supports SDG 8: Decent Work and Economic Growth, by promoting enhanced working conditions and motivational tactics that help elevate the quality of education, which are essential for economic growth and advancement.

The study holds implications for teachers themselves. By comprehending the interrelated nature of organizational commitment, teacher efficacy, and work task motivation, educational institutions may formulate specific treatments to improve these facets. Improved organizational support, professional development opportunities, and motivating techniques can result in increased job satisfaction, work performance, and, eventually, professional success. Teachers will benefit from a more supportive work environment that recognizes and meets their needs, resulting in increased teaching effectiveness and job retention. This will allow them to develop the best training for teachers to enable learners in excelling.

METHOD

The methods used to carry out this research were covered in this section of the study. The research respondents, resources and tools, research design and methodology, and ethical concerns were all covered in the discussion.

Research Respondents

The research was conducted with teachers in public secondary schools in Region XI. The researcher observed this as the study's significance, aiming to investigate how it impacts organizational commitment, self-efficacy, and work tasks motivation on the individual work performance of public secondary school teachers in the region. A stratified approach will be used to choose 400 public school teachers for the study. There are 17,145 public secondary school teachers in DepEd Region XI, including 13,637 junior high school teachers and 3,508 senior high school teachers. The Raosoft online calculator was used to determine the 400 respondents (95% confidence interval, 5% margin of error, and 50% response distribution). Additionally, using a stratified sample, researchers may calculate statistical measures for each group. Everyone who takes part in the study group should be placed into a certain category. After then, a separate sampling approach is used to sample each population stratum. Examples of these techniques are cluster sampling and simple random sampling (Thomas, 2022).

The research was conducted in Davao Region, Philippines. Davao Region is a governmental region in the Philippines recognized as Region XI. It is one of the regions of the Philippines found at southern part of the Mindanao. The region covered 5 provinces namely Davao de Oro, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental including the cities of Davao, Digos, Panabo, Tagum, Samal, and Mati City. However, in this study, Davao de Oro division was excluded to be part as one of the respondents with the approval of the Dean in the Professional Schools. In this study, Davao del Norte had 160 respondents, Davao del Sur had 120 respondents, Davao Oriental had 80 respondents, and Davao Occidental consists of 40 respondents.

The respondents of this study were teachers in public secondary schools within Davao Region. To participate in the study, the teacher must possess at least one year of teaching experience, indicate their consent to be included as the respondent, and submit the Certificate of Consent Form. Teachers not located in the Davao Region, those employed in private institutions, individuals on leave, respondents who declined participation, individuals in administrative roles, teachers with under one year of experience in public schools, those who altered or provided significantly incomplete data, and individuals who failed to sign the consent form were excluded from this study. Consequently, respondents were not obligated to provide any justification for their withdrawal, as long as it was carried out in advance for any reason.

Materials and Instruments

This research employed modified questionnaires that were downloaded from the internet. Four tools were applied, each adapted to incorporate just the items relevant to the investigation. It was restructured to better correspond with current and local setting. Expert validators validated the instrument to enhance its relevance and reliability, gaining an acceptable value of 4.258. A pilot test was conducted corresponding to validation, with a Cronbach Alpha of .995. Cronbach alpha is commonly employed when evaluating the internal consistency of research instruments. Taber (2018) contends that a Cronbach Alpha value approaching 1.0 indicates distinct internal consistency among scale items, denoting a reliable evaluation of the intended construct. The first questionnaire analyzed teachers' organizational commitment, citing Haim's (2019) research titled "Organizational Commitment," which examined affective commitment, continuation commitment, and normative commitment.

Afterwards, research questionnaire measures self-efficacy based on the study of Tschannen-Moran & Hoy (2001) entitled "Teaching and Teacher Education," measured in the following areas: efficacy for instructional strategies, efficacy for classroom management and efficacy for student engagement. Moreover, the third research questionnaire assess work task motivation, based on the study of Fernet, et.al (2008) entitled "The Work Tasks Motivation Scale for Teachers (WTMST)," measured in the following areas: class preparation, teaching, evaluation of students, administrative tasks, and complementary tasks.

Lastly, the fourth research questionnaire measures work performance based on the study Koopmans, et.al (2013) entitled "Development of an Individual Work Performance Questionnaire," which focuses on task performance, contextual performance, adaptive performance, and counterproductive work behavior.

This study evaluates the factors of Organizational Commitment, Teacher Efficacy, Work Tasks Motivation, and Individual Work Performance using the following scales: mean range, descriptive level, and interpretation. The range of means from 1.00 to 1.79 indicates a very low descriptive level, indicating that the measure is not evident among public secondary school teachers. The range of means, 1.80-2.59, indicates a low descriptive level, indicating that the measure is seldomly evident among public secondary school teachers. The mean range of 2.60-3.39 indicates a moderate descriptive level, indicating that the measure is sometimes evident among public secondary school teachers. The means vary from 3.40 to 4.19, indicating a high descriptive level, indicating that the measure is frequently evident among public secondary school teachers. The mean range of 4.20-5.00 indicates a very high descriptive level, indicating that the measure is always evident across public secondary school teachers.

Prior to administering the instrument, the final version was developed, considering the error and considering the recommendations, observations, and suggestions of the validators. The scales' reliability was assessed using Cronbach Alpha, and the with results detailed in the instrument description.

Research Design and Procedure

The researcher utilized a quantitative non-experimental design for this investigation. Initially, it utilized the descriptive-correlation research method, which assesses the correlations between variables across different measurement levels. Szapkiw (2012) emphasized that descriptive-correlation studies provide insight into a particular case with an identifiable respondent and investigate the extent of correlation between two or more variables.

Furthermore, a Structural Equation Model (SEM) was utilized in this study. SEM was employed to develop the best-fit model. This methodology, as noted by Lomax & Li (2013), integrates factor analysis with path analysis to assess the theoretical connections among latent variables. In terms of complexity, the models can be either simple or complicated depending on the type of variable they include as to observed, latent, independent, or dependent variables. The researcher utilized several measures of each latent variable instead of just one when using factor analysis in structural equation modeling, which improves measurement conditions as to reliability and validity compared to when using only one better measure. This method was employed to evaluate the relationship between organizational commitment, teacher efficacy, and work task motivation, as well as their influence on the individual work performance of public secondary school teachers in Region XI.

The researcher undertook the steps that followed to gather data for this study. After the validation of the survey questionnaire by the expert panel and the acquisition of approval to proceed with the study, the following procedures were executed in the research process: The researcher initially composed a letter of approval to the office of the Regional Director to conduct the study at the specified schools within the region. With the Regional Director's

approval, the researcher sought permission from the Schools Division Superintendents to perform this research among the indicated schools. Subsequently, upon the approval of the letter by the Schools Division Superintendents, the researcher sought approval from the school principal to conduct the study. With permission, the researcher traveled several schools within Davao region to personally hand the approved letter and Google Form links of the questionnaires. The researcher expressed profound gratitude for the favorable replies received from schools under the Department of Education in Davao Region.

The questionnaire was sent online using the Google Form platform. The Google Form link was sent to several groups using Facebook Messenger, with the assistance of school research coordinators in disseminating the links to the teachers. On the other hand, to ensure a total of 400 responses, the survey questionnaire remained accessible for a minimum duration of one month. The data were tallied by uploading the respondents' overall responses into a spreadsheet, verifying the accuracy of each item, and presenting it to the statistician for statistical analysis.

Likewise, Pearson's r was employed to determine the significance of the relationship between the exogenous and endogenous variables. Furthermore, linear regression identifies the predictors of the dependent variable based on the specified independent variables. The study assessed how organizational commitment, teacher efficacy, and work task motivation substantially affect the individual work performance of public secondary school teachers in Region XI. Ultimately, Structural Equation Model was employed to evaluate and analyze connections. The research identified the exogenous variables that best fit with work performance among public secondary school teachers in Region XI.

During the study, respondents were given the autonomy to engage voluntarily without incurring any costs. Moreover, in compliance with the Data Privacy Act of 2012, the researcher protected the confidentiality of the respondents' private information. The researcher ensured the accuracy of the data obtained from the survey questions and appropriately recognized the sources of the information.

To reduce the possibility of respondents disclosing their identity, the researcher was just collecting the personal information necessary for the study. If personal data were collected, the researcher promptly coded it and securely stored it to guarantee access is restricted to the researcher and authorized personnel only. Also, the researcher guaranteed that study data were securely preserved for the required time frame, preserved just as necessary, and that materials were disposed of using confidential waste disposal means.

More importantly, the researcher did not disclose the identity of individual responders without their consent. During the research, the researcher respected their participation and prioritized their well-being. Respondent risks prevented using safe methods. The researcher advised respondents that they were allowed to leave questions unanswered to ensure that they feel comfortable answering the survey questionnaires. Particularly those that gave them psychological and emotional distress owing to the sensitive nature of the research. The researcher assured the respondents that their responses to the survey questionnaire was kept secret and used exclusively for academic purposes. Respondents were given the option of participating or not participating in the study. Participation in the survey was entirely optional, and no sanctions were enforced if individuals want to withdraw from the study.

By acknowledging the sensitivity of the acquired information and refraining from sharing it with others outside the study's objectives, the researcher has safeguarded the privacy and confidentiality of the respondent's data. The researcher validated the reliability of the data obtained from the survey questions and appropriately cited the sources of the information. The researcher adhered to all ethical standards established by UMERC before, during, and after the study. This research has likewise benefited public and private administrators, human resource managers, and legislative bodies. The study's outcomes, discussions, and information gathered may provide evidence-based insights that government agencies may utilize to improve organizational commitment among employees, allowing them to maximize their potential and fully perform their roles.

In addition, the researcher guaranteed that the information provided was not fabricated. The researcher did not allow manipulation in the study by employing fair sampling techniques to find reputable respondents, resulting in more accurate survey results. The researcher made claims based on inadequate or incorrect data. Other observations and other data that never be collected were eliminated from the research. Also, ensure that no study work has been altered, changed, or omitted to satisfy a model or theoretical prediction, which resulted in an inaccurate representation in the research record.

Similarly, the researcher certified the absence of any conflicts of interest in this work. No evidence of materially altered or modified information was found, and the study had no observable political or academic benefits. The researcher guaranteed that there were no indications of dishonesty in this study by providing respondents with accurate and information, particularly on the aims and purpose of the study. The researcher did not deceive the respondents to affect the study's findings. The researcher assured the respondents that the survey questionnaire was not intended to mislead them, and that the answers they provided would remain anonymous and utilized solely for academic purposes, particularly for this study. Regardless of the research findings, the researcher assured that they were not influenced by external variables or unethical practices, such as offering monetary incentives for favorable results.

Lastly, the researcher conformed to ethical guidelines all throughout the study by conforming to the procedural evaluations and criteria established by the University of Mindanao Ethics Review Committee (UMERC). The revised paper and all requisite attachments, including forms and verified surveys, were submitted for evaluation on April 19, 2023. Approval for the paper and survey questions for study was granted on May 27, 2023, under UMERC Protocol No. 2023-194.

RESULTS AND DISCUSSION

In this section, the presentation of data gathered and the comprehensive discussion, and interpretation of the findings of the study on organizational commitment, teacher efficacy, work tasks motivation, and individual work performance of public secondary school teachers in Region XI.

The implications of examining organizational commitment, teacher efficacy, and work tasks motivation through a structural equation model on individual work performance among public secondary school teachers in Region XI are significant. Understanding these factors helps identify key drivers that influence teacher performance and job satisfaction. High organizational commitment and teacher efficacy are likely to improve work tasks motivation, leading to enhanced teaching quality and student outcomes. Conversely, low motivation or commitment can negatively impact performance and student achievement. By addressing these aspects, educational policies and interventions can be better tailored to support teachers, ultimately fostering a more effective and engaged teaching workforce, which is crucial for achieving long-term educational goals and improving overall school performance.

Organizational Commitment of teachers

Displayed in table 1 is the extent of Organizational Commitment among public secondary school teachers in Region XI, assessed by affective commitment, continuance commitment, and normative commitment. The three indices of organizational commitment produced an overall standard deviation of 1.02 and a mean of 3.70, which has been deemed as High. The level of organizational commitment, encompassing affective, continuance, and normative commitment, is often apparent among public secondary school educators.

The indices of affective commitment had the highest mean of 3.87, classified as High, with a standard deviation of 1.03. Conversely, the continuance commitment had the lowest mean of 3.59, categorized as High, with a standard deviation of 1.11. This indicates that the degree of teachers' commitment to their organization and their preparedness to devote effort is frequently evident. The findings indicate that public secondary school teachers in Region XI exhibited these actions on most occasions.

The study implies that public secondary school teachers in Region XI exhibit a high level of organizational commitment, as reflected in the frequently evident affective, continuance, and normative commitments. The highest mean score for affective commitment implies that teachers have a strong emotional tie to their schools, which encourages them to put out effort and remain committed to their positions. This gives emphasis to the need of building a healthy school culture and supporting ties within the organization. Otherwise, the relatively low mean for continuation commitment suggests that while teachers remain at their schools, they may not see significant external considerations, such as financial or career-related expenses, pushing them to do so. This confirms that school officials should enhance work-related incentives and professional development opportunities to ensure long-term commitment. In general, the data show that teachers normally demonstrate organizational commitment, which can lead to extreme performance and accomplishment of educational objectives.

This is supported by Chen & Tjosvold (2021) that affective commitment characterized by a personal connection to the school, is needed in improving teacher work performance. This emotional bond encourages a sense of belonging and dedication to the school's goal and values.

Additionally, this is supported by Panaccio & Vandenberghe (2020) that public school teachers have also been found to exhibit continuation commitment, which is based on the perceived costs of leaving the teaching profession. High continuation commitment teachers could stay in their works because of factors like pension benefits or a lack of alternative employment possibilities. However, while continuance commitment may influence to teacher retention, it may not necessarily lead to develop job satisfaction or performance.

Table 1. *Organizational Commitment of Teachers*

Indicators	SD	Mean	Descriptive Level
Affective Commitment	1.03	3.87	High
Continuance Commitment	1.11	3.59	High
Normative Commitment	1.01	3.64	High
Overall	1.02	3.70	High

Moreover, this is also supported by Jeung & Ko (2019) that normative commitment contemplating a sense of moral obligation to continue teaching, is also prevalent among public school teachers. Teachers with high normative commitment hold a powerful sense of duty and responsibility towards their students and the school community, even in the face of disputes or disappointment. These findings underscore the complex interplay of affective, continuance, and normative commitment among public secondary school teachers and highlight the implication of addressing these factors to encourage teacher welfare and retention.

Teacher Efficacy

Presented in table 2 is the level of teacher efficacy among public secondary school educators in Region XI, categorized by efficacy for instructional strategies, efficacy for classroom management, efficacy for student engagement. Teacher efficacy has obtained an overall mean of 4.28, indicating a very high level, with a standard deviation of 0.68. This signifies that the degree of teacher effectiveness among public secondary school teachers in Region XI is always evident. The efficacy of student engagement has the highest mean among the three indicators. The mean score is 4.31, indicating a very high level, with a standard deviation of 0.71. Conversely, the efficacy of instructional strategies obtained the lowest mean of 4.26, also categorized as very high, with a standard deviation of 0.70.

The high-level result of teacher efficacy typically manifests a positive and conducive learning environment. When teachers feel confident and effective in their instructional strategies, they are better able to deliver content in a clear and engaging manner, leading to improved student understanding and performance. Similarly, strong efficacy in classroom management enables teachers to maintain order and create a safe and respectful atmosphere for learning. High efficacy for student engagement indicates that teachers are competent in inspiring and engaging learners in the educational process, promoting active involvement and an interest in the subject matter. Overall, these factors contribute to a positive educational experience for both teachers and students, ultimately enhancing student achievement and success.

Table 2. *Teacher Efficacy*

Indicators	SD	Mean	Descriptive Level
Efficacy for Instructional Strategies	0.70	4.26	Very High
Efficacy for Classroom Management	0.71	4.29	Very High
Efficacy for Student Engagement	0.71	4.31	Very High
Overall	0.68	4.28	Very High

The idea that teacher effectiveness has a significant impact on classroom management, instructional tactics, and student engagement is supported by Daumiller et al. (2021), innovative and adaptable teaching methods are more likely to be employed by educators who have a high level of self-efficacy in their instructional practices, which will significantly enhance their students' learning experiences. Similarly, this is supported by Hajovsky et al. (2020) that the relationship between effective classroom management techniques and the development of favorable learning environments by emphasizing the importance of teacher efficacy in creating good classroom settings.

Correspondingly, this is further supported by the investigation of Lu and Mustafa (2021) regarding the direct relationship between teacher efficacy and student engagement, pointing out that more effective instructors encourage greater student excitement and involvement by adjusting their methods to suit the requirements of their learners. Also, teachers with high self-efficacy show hard work and intelligence. They assume all their responsibilities. Additionally, the result is supported by Liu et al. (2019) that teacher self-efficacy enables individuals to create and implement meaningful educational activities.

Work Tasks Motivation of Teachers

Displayed in table 3 is the level of Work Tasks Motivation in terms of class preparation, teaching, evaluation of students, administrative tasks, and complementary tasks. The level of work tasks motivation among public secondary school teachers in Region XI has attained an overall mean of 4.06, with a standard deviation of 0.89, indicating a high level of motivation. This means that the level of work tasks motivation is frequently evident among public secondary school teachers in Region XI. Among the five indicators, class preparation exhibits a very high descriptive level, with a mean of 4.26 and a standard deviation of 0.71, while administrative tasks have the lowest mean of 3.85, indicating a high descriptive level with a standard deviation of 1.00.

The result shows that public secondary school teachers in Region XI typically exhibit a high level of work task motivation. This implies that teacher's performance is frequently evident in terms of teaching, class preparation, student evaluation, administrative functions, and complementary tasks. Remarkably, class preparation emerged as the most motivating task, achieving a very high descriptive level. This reflects teachers' strong commitment to planning and organizing lessons, likely driven by their dedication to improving student learning outcomes. On the contrary, administrative tasks received the lowest mean, showing that although teachers still exhibit high motivation for these tasks, they find them less intrinsically rewarding than other aspects of their works. The higher variability in the motivation for administrative tasks, as evidenced by the standard deviation, suggests that some teachers may resist more with these tasks than others. The finding implies that while teachers are generally motivated in their works, targeted support is needed to address challenges in administrative tasks, such as reorganization processes or reducing load, to uphold and improve overall motivation levels.

Recent studies agree the positive impact of high level of work tasks motivation on various educational responsibilities, with class preparation, teaching, student evaluation, administrative tasks, and complementary tasks. Klassen and Tze (2019) supported the result that teachers with high intrinsic motivation empower more time and effort in class preparation, leading to enhanced student learning outcomes.

Furthermore, this is supported by Reeve and Cheon (2020) emphasized that motivated teachers are more careful and fairer in their assessment practices, developing student performance, happiness, and satisfaction. Moreover, this is also supported by Skaalvik and Skaalvik (2020), in terms of administrative tasks, shown that teachers with higher motivation levels are more efficient in holding administrative responsibilities, supporting to a smoother school operation. Additionally, this is further supported by Bakker and van Wingerden (2021) that motivated teachers are more engaged in complementary tasks such as extracurricular activities and professional development, fostering a more enriching school environment. These contemporary studies collectively uphold that high levels of work task motivation significantly develop various aspects of teachers' roles.

During teaching sessions, determined teachers upheld excitement and energy, creating a good learning environment that increased student engagement and understanding. Furthermore, committed teachers addressed student assessments with diligence and impartiality, ensuring that they were comprehensive and valuable. They also performed administrative responsibilities efficiently, ensuring the seamless administration of classroom activities. Additionally, motivated teachers actively engaged in complementary tasks such as professional development and teamwork, which enriched their teaching

practice. Overall, the study reveals that work tasks motivation is a significant predictor of teacher effectiveness across various dimensions, thereby influencing student learning outcomes.

Table 3. *Work Tasks Motivation of Teachers*

Indicators	SD	Mean	Descriptive Level
Class Preparation	0.71	4.26	Very High
Teaching	0.92	4.17	High
Evaluation of Students	0.94	4.15	High
Administrative Tasks	1.00	3.85	High
Complementary Tasks	1.06	3.87	High
Overall	0.89	4.06	High

Individual Work Performance of Teachers

Reflected in table 4 is the level of individual work performance which is measured in terms of task performance, contextual performance, adaptive performance, and counterproductive behavior. The total mean was 4.00 with a standard deviation of 1.04, indicating that individual work performance is frequently evident among public secondary school teachers in Region XI. Task performance achieved the greatest mean of 4.05, with a standard deviation of 1.04, categorized as high, while adaptive performance acquired the lowest mean of 3.94, accompanied by a standard deviation of 1.02, which is classified as high.

Table 4. *Individual Work Performance of Teachers*

Indicators	SD	Mean	Descriptive Level
Task Performance	1.04	4.05	High
Contextual Performance	1.00	4.03	High
Adaptive Performance	1.02	3.94	High
Counterproductive Behavior	1.13	3.98	High
Overall	1.04	4.00	High

This finding is the same as the study of Jomud et al. (2021) which highlights the significance of managing workload effectively to prevent fatigue and ensure supported performance of teachers. The research showed that despite high workloads and significant exhaustion, teachers kept a very high level of work performance. This shows that teachers' commitment and passion toward their work help uphold high performance, even under challenging circumstances. Moreover, boosting employee engagement can lead to a multitude of benefits, including enhanced performance. Organizations should consider policies and approaches that foster responsibility, such as recognizing employee achievements, providing meaningful work, and supporting a positive work-life balance.

Relationship between Organizational Commitment and Individual Work Performance

The data displayed in table 5.1 is the result on the correlation between organizational commitment and individual work performance. The relationship was tested at a significance level of 0.05, as indicated in the hypothesis. The overall r-value of 0.862, together with a p-value less than 0.05, signifies the rejection of the null hypothesis. It demonstrates a strong relationship between organizational commitment and individual work performance. The coefficient r is equal to 0.862 indicates a strong connection between organizational commitment and individual work performance among public secondary school teachers.

Furthermore, the results disclosed that all the indicators of organizational commitment have meaningful connection with individual work performance, as the p-values are less than 0.05 and total r-value is .875 on affective commitment, .827 on continuance commitment and .795 on normative commitment. As shown in table 5.1, all indices of each variable are related. Therefore, there is a favorable connection between the two variables.

Table 5.1

Significance on the Relationship between Organizational Commitment and Individual Work Performance of Public Secondary School Teachers in Region XI

Organizational Commitment	Individual Work Performance				Overall
	Task Performance	Contextual Performance	Adaptive Performance	Counterproductive Behavior	
Affective Commitment	.867**	.861**	.850**	.884**	.875**
Continuance Commitment	.823**	.813**	.805**	.833**	.827**
Normative Commitment	.791**	.779**	.775**	.800**	.795**
Overall	.856**	.846**	.838**	.868**	.862**
	.000	.000	.000	.000	.000

The findings highlight a significant correlation between organizational commitment and individual work performance among public secondary school teachers. This implies that higher organizational commitment leads to better individual performance. The breakdown of organizational commitment into affective r is equal to 0.875, continuance r is equal to 0.827, and normative r is equal to 0.795, components further shows that each aspect of commitment is significantly related to work performance. These results suggest that fostering organizational commitment in its various forms can enhance teachers' performance, underscoring the importance of school initiatives that strengthen teachers' emotional, rational, and moral commitment to their institutions.

The importance of organizational commitment in improving work performance has been highlighted by several researchers. As well, Khan et al. (2020) support the outcome that workers who are more committed to the organization perform better since they are in line with the objectives of the organization. In the same way, this is supported by Azim, Ahmed, and Kauser (2019) on the regulatory constraints that workers encounter, stressing how cultural norms impact workers' normative commitments and encourage commitment when they see advantages associated with following social norms. Additionally, Lee et al. (2021) support the finding that organizational commitment and employees' emotional connection to their work are closely related.

Relationship between Teacher Efficacy and Individual Work Performance

Displayed in table 5.2 is the outcome of an assessment of the connection between public secondary school teachers' individual work performance and teacher efficacy in Region XI. The relationship was tested at a significance level of 0.05, as displayed in the hypothesis. The total r -value of 0.908, along by a p -value less than 0.05, signified the rejection of the null hypothesis. A strong correlation exists between teacher efficacy and individual work performance.

Independently, all indices of teacher efficacy have a positive correlation with individual work performance, with p -values less than 0.05 and r -values of 0.907 on efficacy for student engagement, 0.867 on efficacy for classroom management, and 0.863 on efficacy for instructional strategies. Consequently, a strong correlation is observed between teacher efficacy and individual work performance.

The findings indicate that among public secondary school teachers in Region XI, there is a substantial beneficial correlation between teacher efficacy and individual work performance. This indicates that the null hypothesis was rejected, confirming a significant connection between the two variables. Each component of teacher efficacy, student engagement r is equal to 0.907, classroom management r is equal to 0.867, and instructional strategies r is equal to 0.863, also strongly linked to work performance. These findings suggest that improving teacher efficacy can significantly enhance teachers' individual performance.

The result implies that increasing teacher efficacy can lead to significant changes in how instructors perform their duties. Interventions aimed at enhancing teachers' confidence in engaging students, managing classrooms, and using effective instructional practices are likely to improve their overall work performance. Thus, professional development programs, mentorship, and support systems focused on increasing teacher effectiveness should be addressed to boost teacher productivity and enhance educational results.

This has been supported by the research investigated by Holzberger et al. (2019) that examine into the nuanced relationship linking teacher efficacy and individual work performance. In addition to being more likely to use effective teaching strategies, their study suggests that teachers who are highly effective are also better able to meet their intrinsic motivating requirements, which include relatedness, competence, and autonomy. When these demands are met, teacher's self-efficacy is further strengthened, which feedback positively and improves overall work performance. The findings of Holzberger et al. (2019) support the theoretical framework suggesting that self-efficacious teachers are more proactive in adopting innovative teaching approaches, managing classroom challenges, and cultivating an engaging learning environment. By highlighting how self-efficacy interacts with intrinsic needs to

distress teaching behaviors, this study gives valuable insights for educational leaders and policymakers focused on enhancing teacher training programs and professional development initiatives to bolster teacher efficacy and, consequently, improve educational quality and student achievement.

Table 5.2

Significance on the Relationship between Teacher Efficacy and Individual Work Performance of Public Secondary School Teachers in Region XI

Teacher Efficacy	Individual Work Performance				Overall
	Task Performance	Contextual Performance	Adaptive Performance	Counterproductive Behavior	
Efficacy for Instructional Strategies	.847**	.854**	.847**	.866**	.863**
Efficacy for Classroom Management	.848**	.866**	.857**	.860**	.867**
Efficacy for Student Engagement	.894**	.908**	.892**	.897**	.907**
Overall	.891**	.905**	.894**	.903**	.908**
	.000	.000	.000	.000	.000

Relationship between Work Tasks Motivation and Individual Work Performance

Shown in table 5.3 is the findings of a test of the relationship between work tasks motivation and individual work performance among public secondary school teachers in Region XI. The data revealed an overall correlation value of .956 at 0.05 level of significance. It implies that there is a substantial causal relationship between work tasks motivation and individual work performance.

When indicators of work task motivation are correlated with individual work performance, all indications have been determined to be noteworthy, with evaluation of students having a connection coefficient at .951, teaching with .938, complementary tasks with .922, class preparation with .908, and administrative tasks with .886 and a p-value less than .05. This proves that work tasks motivation establishes a positive connection with individual work performance.

Table 5.3

Significance on the Relationship between Work Tasks Motivation and Individual Work Performance of Public Secondary School Teachers in Region XI

Work Motivation	Tasks	Individual Work Performance				Overall
		Task Performance	Contextual Performance	Adaptive Performance	Counterproductive Behavior	
Class Preparation		.898**	.902**	.895**	.900**	.908**
		.000	.000	.000	.000	.000
Teaching		.936**	.936**	.914**	.929**	.938**
		.000	.000	.000	.000	.000
Evaluation of Students		.947**	.944**	.927**	.944**	.951**
		.000	.000	.000	.000	.000
Administrative Tasks		.888**	.883**	.857**	.880**	.886**
		.000	.000	.000	.000	.000
Complementary Tasks		.922**	.917**	.900**	.911**	.922**
		.000	.000	.000	.000	.000
Overall		.954**	.952**	.932**	.948**	.956**
		.000	.000	.000	.000	.000

The outcomes indicate a strong correlation between work tasks motivation and individual work performance among public secondary school teachers in Region XI. This strong link shows that when the teachers are engaged and inspired by their work, they perform better. Each specific indicator of work task motivation such as student evaluation r is equal to .951, teaching r is equal to .938, complementary tasks r is equal to .922, class preparation r is equal to .908, and administrative tasks r is equal to .886 shows a significant positive correlation with individual work performance, underscoring the impact of motivation on key responsibilities. These findings imply that enhancing motivation in areas central to teaching and evaluation could lead to improved performance outcomes, highlighting the importance of motivational support in educational policies. The study suggests that school leaders might focus on fostering an environment that prioritizes motivation in teaching and evaluation-related tasks, which are strongly linked to performance, while also considering supportive measures for administrative responsibilities.

The above finding is further supported by the investigation of Malik and Lenka (2019) on High-Performance Work Systems (HPWS), showing that motivated employees who feel fulfilment and purpose in their tasks show enhanced work performance due to increased well-being and commitment. Their findings highlight that intrinsic motivation coupled with supportive management practices improves overall task effectiveness. Furthermore, this is also supported by Shi et al. (2023) that investigated the relationship between well-being and performance in HPWS. In further shows that supportive work settings and emotional well-being have a beneficial effect on task motivation, which in turn improves employee performance. When taken as a whole, the finding confirms that improving individual work performance requires organizational support, meaningful employment, and intrinsic motivation.

Influence of organizational commitment, teacher efficacy and work Tasks Motivation on the Individual Work Performance

Presented in table 6 is the impact of organizational commitment, teacher efficacy, and task motivation on the individual work performance of public secondary school teachers in Region XI. Furthermore, the regression model is statistically significant, with an F-value of 1627.202 and a p-value of 0.000. As consequence, the null hypothesis is no longer accepted. It might be argued that a variable can be used to predict the individual work performance of public secondary school teachers.

More importantly, the R2 value of .925 shows that the predictor variables of organizational commitment, teacher efficacy, and work tasks motivation indicate for 92.5 percent of the variance in individual work performance. This suggests that 7.5 percent of the variance might be attributed to sources other than these three variables.

The presentation indicated that the standard coefficient of work task motivation had the greatest beta value of .705. It signifies that work tasks motivation has the greatest impact on the individual work performance of public secondary school teachers compared to teacher efficacy with .186, and organizational commitment with .095 respectively.

Table 6

Significance on the influence of Organizational Commitment, Teacher Efficacy and Work Tasks Motivation on the Individual Work Performance of Public Secondary School Teachers in Region XI

(Variables)	B	B	t	Sig.
Constant	-.893		-8.652	.000
Organizational Commitment	.097	.095	3.336	.001
Teacher Efficacy	.282	.186	5.380	.000
Work Tasks Motivation	.820	.705	19.178	.000
R	.962			
R ²	.925			
ΔR	.954			
F	1627.202			
p	.000			

The finding is supported by Holzberger, Philipp, and Kunter (2019) that provide important insights into how teacher efficacy interacts with intrinsic motivation and how these dynamics influence teacher instructional actions and overall job performance. Although their study focuses on the interaction of self-efficacy and intrinsic needs, the principles may be extended to comprehend larger implications for organizational commitment and work task motivation among teachers. On the incorporation of organizational commitment, teacher efficacy, and work tasks motivation on individual work performance of public secondary school teachers, it is evident that these factors are interrelated in influencing teacher behaviors and efficacy.

Furthermore, the combination of these three factors, organizational commitment, teacher efficacy, and work task motivation create a strong basis for understanding individual work performance among teachers. Teachers who are committed to their organizations, confident in their abilities, and motivated by meaningful work tasks are more likely to exhibit high performance, contribute to positive educational outcomes, and display resilience in the face of educational challenges.

Generated Structural Models

This section analyzes the relationships between the variables in the investigation. Three models were developed to determine the best fit model of individual work performance among public secondary school teachers in Region XI. The models were evaluated using the given fit indicators, which indicated their approval or rejection.

This research generated three models with the primary goal of determining the best fit model. Table 10 summarizes the fit reliability for the three created models. To be called the best model, all indices must fall within an acceptable range. The chi-square/degrees of freedom number should be fewer than two but more than zero, with a matching p-value of more than 0.05. The root mean square error approximation must be less than 0.05, while the related P-close value must exceed 0.05. Simultaneously, all other indices, including Normed Fit, Tucker-Lewis, Comparative Fit, and Goodness of Fit, must be greater than 0.95.

The first model failed to show the linkages between the exogenous variables of organizational commitment, teacher efficacy, and work tasks motivation, but it displayed a direct relationship with the endogenous variable of individual work performance. Model 1, as shown in Figure 1 of the appendices, maintains all indicators for both exogenous and endogenous variables. The data in table 10 show that the values either exceeded or fell short of the set requirements, failing to achieve acceptable ranges; hence, model 1 has a very poor fit.

Similarly, the second generated model illustrated the interconnections among the exogenous variables: organizational commitment, teacher efficacy, and work tasks motivation, and its relationship with the endogenous variable, individual work performance. Model 2, shown in Figure 2 of the appendices, likewise demonstrated retained indications for the two variables. Nonetheless, as seen in table 10, model 2 also did not meet standard criterion of all the indices to achieve an acceptable fit; hence, model 2 is classified a poor fit.

Meanwhile, as displayed in Table 7, model 3 exhibited the most appropriate fit, as all its indices met all the necessary requirements, eliminating the need to develop further models. In turn, the null hypothesis asserting the absence of best fit model for individual work performance was rejected.

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	28.148	.643	.841	.836	.808	.261	.000
2	.000	11.589	.806	.945	.940	.930	.163	.000
3	.143	1.387	.990	.999	.997	.998	.031	.834

Legend: CMIN/DF – Chi Square/Degrees of Freedom

NFI – Normed Fit Index

GFI – Goodness of Fit Index

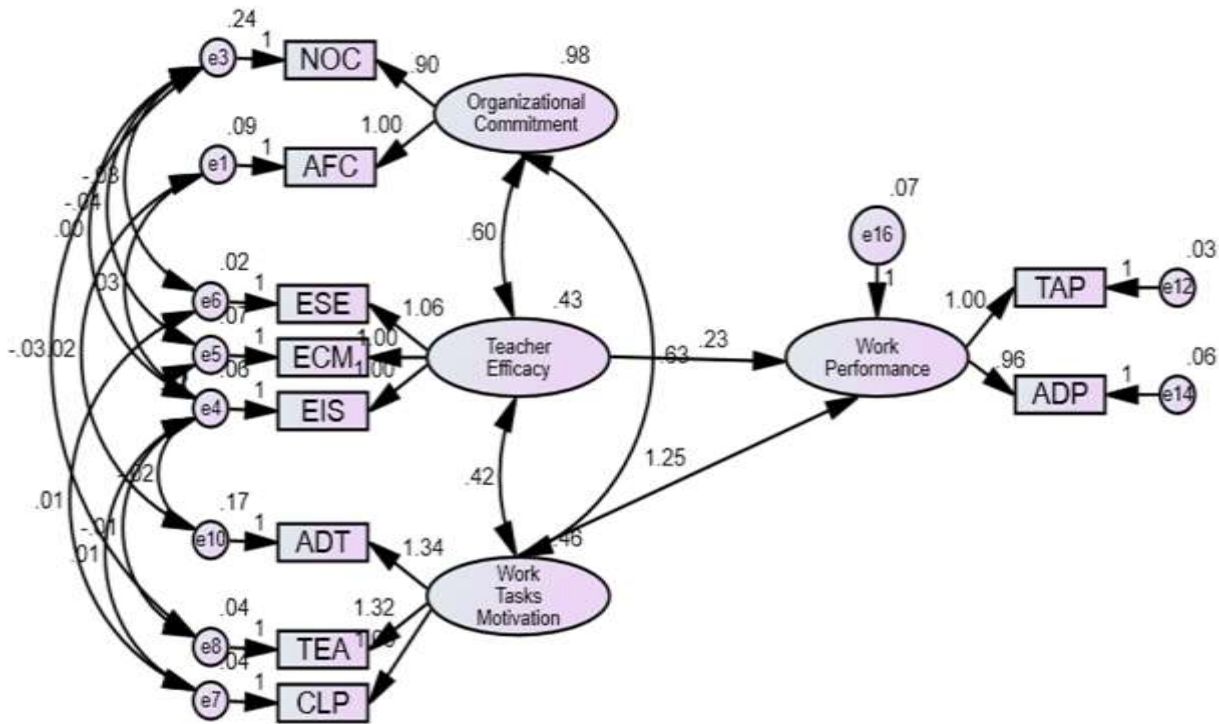
TLI – Tucker-Lewis Index

RMSEA – Root Mean Square of Error Approximation

CFI – Comparative Fit Index

Best Fit Model of Individual Work Performance

Figure 4 illustrated a standard estimation of Generated Model 3. Model 3 illustrates the relation among the latent exogenous variables: organizational commitment, teacher efficacy, and work tasks motivation, as well as their direct relationship with the latent endogenous variable, individual work performance of public secondary school teachers. Model 3, identified as the best fit, reveals that organizational commitment, teacher efficacy, and work tasks motivation are exogenous factors that directly influence individual work performance. The model also demonstrated the interrelation of these three exogenous factors. Teacher efficacy shown a clear correlation with organizational commitment and work tasks motivation for their duties at work. Furthermore, organizational commitment exhibited a clear correlation with work tasks motivation.



Legend:

- | | |
|--|--------------------------|
| NOC- Normative Commitment | ADT-Administrative Tasks |
| AFC- Affective Commitment | TEA- Teaching |
| ESE-Efficacy for Student Engagement | CLP- Class Preparation |
| ECM- Efficacy for Classroom Management | TAP- Task Performance |
| EIS- Efficacy for Instructional Strategy | ADP-Adaptive Performance |

Figure 4. Best Fit Model

Moreover, as shown in Figure 4, two out of three indicators of organizational commitment, namely, affective commitment and normative commitment remained significant predictors of individual work performance. While teacher efficacy had all the three indicators, namely, efficacy for instructional strategies, efficacy for classroom management, efficacy for student engagement found to affect individual work performance.

On the contrary, work tasks motivation, three out of five indicators, namely, administrative tasks, teaching, and class preparation that significantly affect individual work performance. The findings indicate that individual work performance was contingent upon organizational commitment, assessed through effective, continuance, and normative commitment; teacher efficacy, evaluated in terms of efficacy for instructional strategies, classroom management, and student engagement; and work task motivation, encompassing class preparation, teaching, student evaluation, administrative duties, and supplementary tasks.

Additionally, the structural model 3 generated signifies a direct connection between exogenous variables and endogenous variables. The endogenous variable individual work performance is measured in terms of task performance, contextual performance, adaptive performance, and counterproductive performance. However, the model displayed that only two out of four indicators remained viable to individual work performance, namely, task performance and adaptive performance. In addition, indicators continuance commitment on organizational commitment; and evaluation of students and complementary tasks on work tasks motivation were trimmed down and did not obtain the desired values. Hence, those factors are not the predictors of individual work performance among the public secondary school teachers in Region XI.

The result is supported by Princy & Rebeka (2019) that the interconnections among organizational commitment, teacher efficacy, and work task motivation significantly impact individual work performance among public secondary school teachers. Employee commitment indeed shows a dynamic role in helping organizations achieve their objectives and support long-term success. Committed employees be inclined to achieve and perform at high levels, fostering a work environment that supports productivity and the attainment of organizational goals.

Furthermore, because highly engaged employees are more likely to support strategy changes and enhance sustainability programs, employee commitment helps organizations become more resilient and adaptable. This is also supported by Batugal and Tindowen (2019), a highly dedicated workforce may propel an organization toward long-term sustainability since they are more motivated to match their job with the organization's larger mission and core

values. In addition, the result is also supported by Skaalvik & Skaalvik (2020) that when teachers have a strong sense of commitment to their institution, their teacher efficacy which is defined as their conviction in their capacity to positively impact student learning improves.

In the same way, this is supported by Gale et al. (2021) the teacher who possesses a deep sense of efficiency not only feel more motivated, but also perform better at work, confirming the important connection between these two variables. Their study emphasizes the long-term advantages of fostering teacher efficacy and organizational commitment to improve overall work performance in educational environments. They also emphasized how organizational commitment strengthens a teacher's devotion to their school, which in turn encourages a greater level of involvement with their work and duties in general. As teachers get more committed in their work, this increased dedication frequently translates into better individual work performance.

Additionally, teacher efficacy, the belief in one's own ability to teach effectively, significantly influences how teachers approach their tasks, manage classroom challenges, and achieve educational outcomes. When teachers feel efficacious, they are more motivated and positive in their teaching, which leads to higher work performance levels.

Presented in Table 8.1 the regression weight exhibited by the influence between latent variables and between measured and latent variables.

Table 8.1

Regression Weights of the Three-Generated Models

Model	Exogenous Variables to Endogenous Variable		
	Organizational Commitment	Teacher Efficacy	Work Tasks Motivation
1	.199***	.238***	1.033***
2	.176***	.252***	1.050***
3	-	.228*	1.254***

Presented in Table 8.2 the significance influence of teacher efficacy to organizational commitment with an estimated value of .599 and a standard estimate of .048. In the same manner, work tasks motivation to teacher efficacy with an estimated value of 0.423 and a standard estimate of .033. Work tasks motivation shows a significant relationship to organizational commitment with an estimated value of .633 and with a standard estimate of .048. Since the level of significance is 0.05, thus all variables are significant.

Table 8.2

Covariances: (Group number 1 – Best Fit Model)

Variables			Estimates	S.E.	P-value
Organizational Commitment	<-->	Teacher Efficacy	.599	.048	***
Teacher Efficacy	<-->	Work Tasks Motivation	.423	.033	***
Organizational Commitment	<-->	Work Tasks Motivation	.633	.048	***

Recent studies continue to affirm the importance of teacher efficacy, organizational commitment, and intrinsic motivation in shaping teacher performance. The result is highly supported by Shu (2022) that underlines how teacher efficacy and commitment are key predictors of teacher engagement and well-being, which in turn influence their instructional practices and work satisfaction. Also, this is supported by Skaalvik and Skaalvik (2020) that the importance of collaborative efficacy, highlighting how teachers' professional dedication and general engagement with their duties are much increased when they have confidence in both their own and their colleagues' abilities.

Further, Klassen and Tze's (2019) research shows that teacher efficacy has a direct influence on work performance and is essential to job satisfaction and classroom management. Collectively, these studies underscore the necessity of fostering teachers' desire, commitment, and efficiency to improve their effectiveness thus enhancing the the standard of teaching.

Conclusion and Recommendation

In the light of the findings regarding organizational commitment, teacher efficacy and work tasks motivation and its influence on individual work performance among public secondary school teachers in Region XI, conclusions were drawn. The findings of this study reveal that organizational commitment, teacher efficacy, and work tasks motivation significantly influence individual work performance among public secondary school teachers in Region XI, with the best-fit structural model highlighting the interrelationships among these variables. Teachers with high levels of organizational commitment, particularly in affective and normative aspects, demonstrated stronger individual work performance. Similarly, high teacher efficacy,

evident in instructional strategies, classroom management, and student engagement was strongly associated with enhanced performance. Additionally, work tasks motivation, especially in areas like class preparation, teaching, and administrative tasks, was a critical predictor of individual work performance, indicating that motivation in work-related tasks supports teacher effectiveness.

The model demonstrated a strong fit, accounting for 92.5% of the variation in teacher performance, making it a reliable basis for policy and intervention recommendations. This study aligns with the Sustainable Development Goal (SDG) 4 on quality education and the Matatag Curriculum's objectives of fostering resilience and holistic development in the teaching workforce.

The results are supported by Meyer and Allen's Three-Component Model of Commitment (1991) recommends that affective, continuance, and normative commitments are critical aspects of organizational commitment affecting an employee's performance. According to this model, teachers with higher affective commitment are likely to display greater loyalty and effort, which enhances performance. Further, studies conducted by Hasan et al. (2019) indicates that possessing personnel with substantial organizational responsibility is essential for ensuring optimal workflow and achieving high levels of overall organizational performance. A devoted employee is one of the most valuable assets of an organization.

Within the framework of teacher efficacy, Bandura's Social Cognitive Theory (1977) asserts that self-efficacy affects individual responsibility and the capacity to execute tasks. Teachers who possess confidence in their capacity to positively affect student learning are more inclined to use successful pedagogical strategies and actively participate in their responsibilities, ultimately improving their professional performance. In addition, Daniel et al. (2019) showing that an individual's level of self-efficacy influences their capacity to exercise influence over important duties and responsibilities, remarkably in the professional arena.

Likewise, by differentiating between intrinsic and extrinsic motivations Deci and Ryan's Self-Determination Theory (1985) offers a framework for comprehending the motivation behind tasks at work. Higher quality instruction and more commitment to work tasks can result from intrinsic motivation, which is the act of completing an activity for its own sake. Teachers that are genuinely driven are likely to be more engaged and productive, which will improve their overall performance at work. When taken as a whole, these ideas provide credence to a notion in which public secondary school teachers' individual work performance improves because of increased organizational commitment and teacher efficacy, which in turn raise motivation for work tasks. Also, Ryan and Deci (2020) discussed about how fostering situations that meet these demands might increase motivation and commitment to the task. In the workplace, this means that when employees, such as teachers, believe that their work environment is encouraging, gives them autonomy, and values their abilities and contributions, they feel more empowered and dedicated to their profession. This heightened motivation can result in greater productivity and increased higher levels of work performance, emphasizing the significance of task design and organizational culture in creating a dynamic and efficient work environment.

Since affective commitment had the highest impact on teacher performance, schools should foster an emotionally supportive work environment that builds teachers' emotional attachment to their institutions. Initiatives such as regular employee recognition, team-building activities, and shared decision-making through school Program on Awards and Incentives for Service Excellence (PRAISE) and Gender and Development Activity that can enhance affective commitment. While continuance commitment had a lower effect on performance, DepEd should ensure competitive benefits, such as job security, professional and advancement opportunities, which may encourage teachers' retention without detracting from motivation.

Professional development programs should emphasize skill-building in instructional strategies, classroom management, and student engagement, as these are closely linked to high efficacy and performance. For example, training on differentiated instruction and student-centered techniques could improve teacher confidence and effectiveness, contributing to better student outcomes. Schools may also establish mentorship programs where experienced teachers support newer teachers in developing classroom management and engagement skills, fostering a supportive professional community.

The study found that motivation in class preparation, teaching, and administrative tasks has a substantial influence on individual work performance. Therefore, schools should prioritize resources and support systems to reduce administrative burdens, allowing teachers more time for instructional planning and student engagement. Recognizing the unique demands of teachers' roles, school leaders could incorporate regular feedback sessions to discuss task allocation, fostering a motivational environment where teachers feel their contributions are valued and impactful.

The best-fit model emphasizes the interconnected effects of organizational commitment, teacher efficacy, and works tasks motivation on individual work performance. Educational policymakers should use integrated ways to address all these elements at the same time. Policies, for example, should promote continuous professional development (CPD) in accordance with the Matatag Curriculum, which emphasizes resilience and comprehensive teacher support. Collaboration with SDG 4 activities on quality education might give extra tools and frameworks to help teachers advance their careers, improving both performance and satisfaction.

To provide a comprehensive picture of the factors affecting teacher performance, future research might look at other elements like work-life balance and school leadership that might account for the remaining 7.5% difference in individual work performance. By stressing a comprehensive strategy, these suggestions seek to develop a resolute, effective, and driven teachers, which will eventually improve student achievement and educational quality following SDG 4 and the objectives of the Matatag Curriculum.

Besides, by focusing on incorporating SDG-related ideas into instructional methods, the findings would help the Sustainable Development Goals (SDGs) improve organizational commitment, teacher efficacy, and work tasks motivation among public secondary school teachers in Region XI. To increase teacher effectiveness and proficiency, give priority to professional development initiatives that support SDG goals including gender equality and high-quality education. To increase motivation, cultivate a welcoming and inclusive workplace that prioritizes acknowledgment and candid communication. Make that instructional techniques are regularly assessed and enhanced to fulfill SDG targets and successfully satisfy the expectations of teachers. Lastly,

across all levels, there may be a concerted effort to display and to keep open lines of communication between the top management, faculty, and staff. Implementing regular feedback mechanisms where teachers can communicate their needs and suggestions without fear of repercussions will support a more dynamic and responsive educational learning atmosphere. Overall, these recommendations aim to create a more efficient, determined, and committed teaching workforce, which is necessary for achieving superior educational outcomes.

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