



A Causal Model on Work Performance of Teachers in Public Secondary Schools in Relation to Organizational Commitment, Work Engagement, and Work Task Motivation

Michael R. Anagap, Gina Fe G. Israel

University of Mindanao

ABSTRACT

This study aimed to determine the best-fit model for work performance for teacher as influenced by organizational commitment, work engagement, and work task motivation using the Structural Equation Method (SEM) Analysis. Stratified random sampling was used in determining the 400 respondents to ensure appropriate representation to Several educators in government secondary school educators in Davao Region, Philippines. Data were analyzed using multiple regression analysis. Findings revealed high levels of organizational commitment, work engagement, and work task motivation, while the level of work performance was also High. Similarly, there was a significant relationship between the exogenous variables and work performance; there was a combined influence of organizational commitment, work engagement, and work task motivation on work performance. Further, findings indicated that model 5 met the requirements for the best-fit model since it demonstrated the significance of every element of organizational commitment, including; Affective and Continuance Commitment; and all factors of work engagement namely; absorption and Vigor; While work task motivation have strong level on Identified Regulation and Intrinsic Motivation; While task and contextual performance were correlated to work performance. All exogenous variables are directly associated with work performance. According to the study's findings, school administrators could utilize them to improve and innovate professional development programs for teachers in order to raise their level of performance. Further, this would implied that teachers are more connected to their workplace if they are they could feel the sense of belongingness. This will help them to have developed organizational commitment, work engagement, and work task motivation which can also enhance their work performance.

Keywords: *educational management, organizational commitment, work engagement, work task motivation and work performance, structural equation model, teacher, Philippines*

SDG #4: Quality Education

INTRODUCTION

Teachers faced increased stress and exhaustion due to sudden shifts to remote teaching, impacting their work performance. Also, poor work performance of teachers are due to lack on access to sufficient professional development opportunities which resulted in outdated teaching methods, insufficient knowledge of new technologies, and a lack of skills in managing diverse classrooms. This resulted to poor work performance. In addition, without continuous learning and skills upgrading, teachers may struggle to meet modern educational demands, which negatively impacts student outcomes and teacher effectiveness (UNESCO, 2023)

Moreover, work performance is not only about fulfilling tasks but also adhering to both explicit and implicit standards within an organization. Strong work performance is critical as it directly impacts organizational success, individual career progression, and the overall development of a company. In order to establish a positive workplace culture that promotes employee engagement, well-being, and collaboration, work performance is crucial. A performance-focused, positive corporate culture can boost output, creativity, and job happiness. (Rusmiati & Fitriani, 2021).

Further, various factors have been identified to have influence on work performance and organizational commitment is one of them. Organizational commitments can manifest in different ways and are believed to impact both effectiveness and employees' performance. From an organizational viewpoint, strong employee performance is seen as a fundamental outcome of such commitment, reflecting the alignment of personal efforts with organizational goals (Yeni Dwi Hastuti, et al., 2022). Likewise, Riyanto et al. (2021) revealed that Work performance is significantly improved by organizational commitment. Employees with strong emotional attachment and loyalty to their organization are more likely to show higher productivity and align their work with the company's objectives.

Additionally, work performance reinforces the idea that strong work performance benefits both individuals and organizations by ensuring continuous growth, adaptability, and achievement of long-term goals. Work performance focuses on how effectively employees execute their responsibilities in the

workplace. It involves assessing how well they meet the tasks and goals assigned to them. Organizations often establish specific performance targets for individuals and teams to ensure that operations run efficiently, minimize waste, and provide value to customers. Ultimately, the performance of individual employees influences the overall productivity and success of both teams and the organization (Donohoe, 2019; Walia & Chetty, 2020).

It was shown that no single element had the biggest effect on instructors' work performance. The work performance of public secondary teachers in Region XI was not sufficiently described by any model (Abdelhamid & Al Doghan, (2023). In addition, Schaufeli (2020), emphasizes that these work engagement—are crucial in influencing work performance.

Meanwhile, work task motivation as a meaningful construct is a central pillar at the workplace. Quite a number of studies have been devoted to the link between motivation and its constituent factors and employee work performance in different organizations. Motivation at work is an ingredient for better work performance (Forson et al., 2021).

Furthermore, teachers' performance would be severely hampered in the absence of incentive. Teachers' reactions to organizational norms, duties, and opportunities will be influenced by their level of motivation. Additionally, the force that starts, directs, and sustains goal-oriented behaviors is motivation (Comighud & Arevalo, 2020).

Numerous studies have been conducted about work performance like the study of Baluyos, (2019) which focuses on the correlation of job satisfaction to work performance. Similar study also had been conducted (Kumari & Kumar,2023) but the aforementioned research limits their analysis to the factors' bivariate correlation. There are currently no studies that demonstrate how the four variables involved relate to one another. The impact of organizational commitment, work engagement, and task motivation on work performance in the Philippine educational context has not yet been investigated. Thus, the researcher is interested in determining whether organizational commitment, work engagement and work task motivation has significant impact.

Further, the objective of this study is to determine the effect of organizational commitment, work engagement and work task motivation on the work performance. More specifically, it seeks to evaluate the level of organizational commitment, work engagement, work task motivation, and work performance. This academic journey also aims to determine the significant relationship and influence of organizational commitment and work performance, work engagement and work performance, and work task motivation and work performance. Additionally, it looks for the most appropriate model of government secondary educators' work performance in the Philippine educational environment of Region XI. Additionally, hypotheses such as the lack of a significant correlation between organizational commitment, job engagement, and work task motivation and the performance of public secondary mentors were examined. No factor was shown to have the greatest impact on instructors' job performance. No model was found to adequately describe the work performance of Region XI's public secondary educators.

Hackman and Oldham's (1975, 1980) job characteristics hypothesis of work attitudes and performance serve as the primary foundation for this investigation. According to this hypothesis, the qualities of a job determine an employee's intrinsic work motivation and productivity. Autonomy, feedback, task identity, task relevance, and skill diversity are the key features. According to the hypothesis, an employee's need for psychological development also moderates their attitudes and performance. Compared to employees with high growth need strength, those with low growth need strength are less receptive to job characteristics. In the context of this study, employees' traits or attitudes that are required or ingredients for having outstanding work performance include organizational commitment, work engagement, and work task motivation. Compared to employees with high growth need strength, those with low growth need strength are less receptive to job characteristics.

In the context of this study, organizational commitment, work engagement, and work task motivation are considered as employees' characteristics or attitudes that are needed or ingredients to have excellent work performance. These characteristics are believed to have influenced to work performance.

This finding is also supported by Deci & Ryan's (2000) self-determination theory. According to this theory, when people's demands for autonomy, competence, and connection are met, they can become self-determined. People are driven to grow and change by three fundamental psychological needs: autonomy, competence, and relatedness. Autonomy involves feeling in control of one's actions and goals, fostering self-determination. Competence refers to mastering tasks and learning new skills, which motivates individuals to pursue success.

In the context of this study, teachers are more likely to demonstrate excellent job performance when they feel connected and valued in their workplace. A sense of belonging fosters greater organizational commitment, work engagement, and motivation toward completing tasks, which in turn leads to improved job performance.

In addition, Job Performance Model developed by Campbell (1990) supports also in this study. It says that the work performance of employees is a multifaceted construct that can be broken down into several components. The theory identifies individual differences like knowledge, skills, and motivation) that lead to better job performance. In this study, a teacher's knowledge of subject matter, their skills in delivering instruction, and their motivation to engage students all contribute to higher performance. This aligns with the idea that effective teaching involves various factors working together, just as Campbell's theory suggests multiple dimensions of employee performance.

Additionally, the conceptual model illustrating the relationships between the variables is displayed in figure 1. This paradigm shows how the exogenous factors—organizational commitment, task motivation, and job engagement—directly affect the endogenous variable, teachers' work performance..

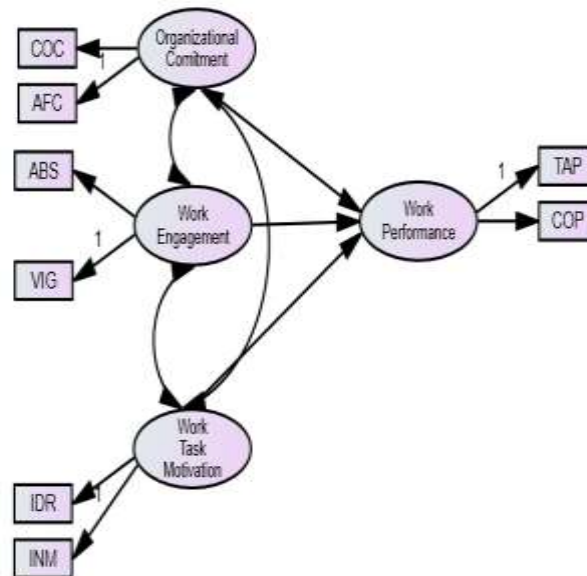


Figure 1. A Model Showing Direct Causal Relationship of Organizational Commitment,

The first exogenous variable is an organizational commitment with three indicators namely; affective commitment, continuance commitment and normative commitment. The second exogenous variable is work engagement which has three indicators such as; vigor, dedication and absorption. Third exogenous variable is the work task motivation with five indicators namely; Intrinsic motivation, Identified, introjected regulation, External regulation and amotivation. The latent endogenous variable is work performance with the following indicators; task performance, contextual performance and Counterproductive work behavior.

Over the past years, a sizeable literature has begun to accumulate with an emphasis on determining the factors that could predict the work performance of a teachers such as organizational commitment, work engagement and work task motivation.

In addition, staff involvement and job dedication have been referred to as organizational commitment (Sharma, 2021). Consistently engaged workers are dedicated because they wish to remain with the organization (Rogier Vander Werf, 2020). Affective, normative, and continuation commitment are the three components of organizational commitment that have been used in numerous studies (Albet, Ridwan, Rias, Usastiaty, Tubagus, & Zainard, 2021; Kahraman, Tunga, Ayvaz, & Salman, 2019).

Furthermore, the study conducted by Pérez, Figueroa, Cortés, Loa, and Bacolod (2023) examined the degree of organizational commitment among university school teachers and discovered that it affects their productivity and performance. The results demonstrated that university teachers occasionally encounter difficulties, especially with regard to their dedication to their jobs, their studies, and their peers. The study demonstrated the importance of teachers' organizational commitment and job happiness. It indicates that there is a meaningful bond.

Besides, according to a study on work engagement that may be related to work performance, a person with high levels of work engagement sees their work as exciting and motivating and wants to put their all into it (Gozon, J. P., & Yango, A. R.). (2023). In a similar vein, Tucker (2021) contended that in order to proactively reengage teachers who are experiencing physical and psychological exhaustion as they face yet another challenging school year, educators and school officials alike must possess a comprehensive grasp of teacher engagement.

Likewise work engagement was said to be influenced by motivation and other factors that lead to job performance in an educational institution (Kamaruzaman, Surat, & Kutty, 2022). In addition, another research study improving school performance by focusing on enhancing teacher engagement. It explored the relationship between work engagement and job performance among teachers in private schools. It examined how teachers' levels of engagement impacted their school performance. It found a strong positive correlation between work engagement and job performance, suggesting that teachers who are more engaged in their work tend to have better performance outcomes. Furthermore, the study highlighted how work engagement is influenced by factors like motivation (Gozon, & Yango, 2023).

Meanwhile, a study focuses on work task motivation examines how motivation at the task level correlates with job performance. It emphasizes that task motivation, shaped by factors like autonomy, relatedness, and competence, contributes to higher levels of engagement and work performance. The study also highlights that while job motivation can aggregate from task motivation, these are conceptually distinct. Understanding teachers' motivations and needs are essential for providing them with opportunities to succeed. The study found out that the higher the teachers' work motivation level, the higher their teaching performance. Also, the higher the educational attainment of the teachers, the higher their level of work motivation (Samaco, 2021).

More so, another study discusses task motivation is the study of Goleman, Boyatzis, and McKee (2021) who believed that a driving force plays a key role in motivating individuals to reach positive goals. Work motivation serve as the energy that powers the environment and the pursuit of personal ideals. Leaders are instrumental in inspiring participants to sustain a harmonious atmosphere within an organization, where daily activities are often driven by

motivation. While managers rely on self-motivation to achieve team objectives, the inability to promote job satisfaction leads to a lack of work motivation. It is crucial for leaders to understand the significance of motivating team members and how to effectively cultivate it.

Furthermore, work performance has been the focus of the study of Mişu, Radu, Deaconu, & Toma (2022). They examined the connections between work engagement, and job performance among pre-university teachers. Their study, involving 817 high school teachers in Romania, demonstrated that increased levels of work engagement was significantly associated with enhanced job performance. The research emphasizes the importance of teacher engagement and confidence in their skills as key factors in improving overall teacher performance (Picardal, Virgilio & Rapada, 2022).

This study is significant in achieving the Sustainable Development Goal established by United Nations, educational institution, teachers and future researchers. This study is a great help in addressing education and teacher performance under SDG 4: Quality Education which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Within this broader goal, teacher work performance is emphasized, particularly in Target 4.c, which focuses on by 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries. Teacher performance is seen as a crucial element to achieving high-quality education, which is essential for the broader success of the SDGs globally. Likewise, in the social context of this study, it may address the importance of Enhancing teacher training, skills, and qualifications, Improving teacher effectiveness through professional development, increasing the number of well-trained and motivated teachers to improve overall education quality.

In addition, since teachers are the direct beneficiaries of this study, This directly impact to teachers' personal and professional development, making them more effective and fulfilled in their roles. These includes; Professional Development, Improved Job Satisfaction, Better Student Outcomes and Career Advancement. The study can provide insights into areas where teachers excel and areas that need improvement, enabling them to develop targeted skills and enhance their teaching performance. Finally, for the researcher community, the research output can contribute to the body of knowledge about organizational commitment, work engagement, and work task motivation allowing researchers to develop research agendas and adopt practices that would better the work performance of teachers. Lastly, the research output can add to the body of information regarding organizational commitment, work engagement, and work task motivation for the researcher community. This will enable researchers to create research objectives and implement strategies that will improve teachers' job performance.

METHOD

Research Respondents

The researcher employed stratified sampling to ascertain the number of schools per division in order to assess the work performance level of public secondary teachers in Region XI. The population is separated into regions or strata in stratified sampling, and a sample is selected from each stratum in accordance with a set of guidelines. Stratified random sampling is the term used when the design inside each stratum is simple random sampling (Hayes & Westfall, 2020).

A sample size of 400 was also used in this investigation, which is sufficient for the Structural Equation Model (Kline, 2016). With 400 respondents out of 25,469 total, or 0.1 percent of all secondary teachers in Region XI, the study focuses on the eleven divisions in Region XI, as indicated below (Seville & Guhao, 2022). Using simple random sampling, each division is regarded as a stratum, with 272 (68%) of the respondents being female instructors and 128 (32%) being male teachers.

The respondents of the study included the teachers of selected public schools within Region XI particularly in Davao City Division had 37 respondents, Panabo City Division had also 36 respondents, Tagum City Division had 37, Division of Island Garden City of Samal had also 36 respondents, Davao Oriental Division had 36 respondents, Mati Division had 36, Digos Division had 36, Davao del Sur Division had 37, Davao Occidental had 36 while Davao del Norte Division had 37 respondents and Davao de Oro had 36 respondents. Hence, 400 respondents were considered to answer the survey questionnaire. They were the most appropriate respondents for the study and offer valuable data to test the study's concept.

All of the secondary school instructors in Region XI's public schools were eligible to be chosen for this study. Private secondary teachers and public elementary teachers are not included in this study. Additionally excluded are DepEd officials, parents, school administrators, and students. The study participants were had the option to opt out at any time if they were uncomfortable answering the survey, with no repercussions, penalties, or loss of benefits. The study will not compel them to participate. Their decision to step aside was greatly appreciated. It appears that the respondents' well-being was the first priority when conducting this study.

Respondents may be excluded from the study if they engage in falsification, plagiarism, or other ethical violations, or if they have health conditions or special needs. Additionally, participants have the right to withdraw at any time if they experience distress or discomfort. If they choose to withdraw, they should inform the researcher of their decision. While they may share their reasons for leaving, they are not obligated to do so.

Materials and Instrument

Questionnaires from online sources were acquired for this investigation. There were four instruments used in this study. The questionnaire on organizational commitment which was adapted from Allen and Meyer (1990) with a total items of 24. It consists of the three indicators, namely: affective, commitment, continuance commitment, and normative commitment. Meanwhile, the questionnaire on teachers' work engagement was adapted from Schaufeli, Bakker, and Marisa Salanova (2006). The tool had three indicators: vigor, dedication and absorption with a total items of 17. For work task motivation, it was adapted from Fernet, Guay, Senecal, and Marsh (2008) which composed of the following indicators: intrinsic motivation, identified

regulation, introjected regulation, external regulation, and amotivation. It has a total items of fifteen. While the questionnaire on teachers' work performance was adapted from the Koopmans et al. (2004). It consists of 27 statements which cover the following indicators: task performance, contextual performance, and counterproductive work behavior. The tool will also undergo pilot testing to check its reliability.

Additionally, the scoring guide was divided into five levels for the examination of the replies' endogenous and exogenous latent variables. The scale is as follows: 4.20–5.00 meaning very high with verbal interpretation of always manifested; 3.40–4.19 meaning high with verbal interpretation of often manifested; 2.60–3.39 meaning moderate with verbal interpretation of occasionally manifested; 1.80–2.59 meaning low with verbal interpretation of seldom manifested; and 1.00–1.79 meaning very low with verbal interpretation of never manifested. The questionnaire was changed to exclusively contain study-related elements. The questionnaire was contextualized to the local environment, and the researcher's adviser reviewed the draft for feedback before the researcher implemented it. It was validated by experts as well. The instrument was rated 4.78 by both internal and external validators, making it a very good tool for content validity. This suggests the validity and dependability of the survey tools. Pilot testing was used to assess the questionnaire's dependability following expert validation. Teacher work performance had a Cronbach alpha of 0.870 during the pilot test, while organizational commitment received a Cronbach alpha of 0.938, work engagement 0.951, and work task motivation 0.894.

Design and Procedure

The study used the descriptive-correlational method. It is descriptive correlational since the researcher is primarily interested in describing relationships among variables (Quaranta, 2017). It focused on the relationship without attempting to establish a causal relationship. (Noah, 2021). It was a descriptive because it describes the level of organizational commitment, work engagement, work task motivation and work performance. Meanwhile, it was a correlational since it measured the degree of relationship between the aforementioned independent variables and the work performance of teachers as the dependent variable.

In particular, this work is quantitative and makes use of structural equation models (SEM) and descriptive-correlational analysis. Comparatively speaking to qualitative research, quantitative research works with quantifiable or convertible data. "Statistics" refers to the fundamental techniques used to examine numerical data. Organizing, analyzing, interpreting, and presenting numerical data are all aspects of statistical procedures (Sheard, 2018). Apparently, this study is quantitative research for it deals with numbers as its unit of analysis. This study also uses quantitative and statistical tools.

The best fit model was created using structural equation modeling, or SEM. An increasingly common multivariate method in scientific research to test and assess multivariate causal links is structural equation modeling (SEM). Because it examines both direct and indirect impacts on presumed causal links, SEM is distinct from previous modeling techniques (Fan et al., 2016). A theoretically based model that is converted into a path diagram is the starting point for this study's analysis of the proposed linkages. Finding the best fit model for public secondary school teachers' work performance is the goal of the study.

The researcher followed a rigorous process and protocol when collecting the data. A request letter will be sent to the office of the Schools Division Superintendents once the researcher has received approval and approval from the Department of Education Region XI. A letter of recommendation will be sent to the school heads after approval. A timetable for distributing the test questionnaires will then be created. The questionnaires will include instructions for the tests and an explanation of the study for ease and clarity. A link to the survey questionnaire for the study's variables will be supplied to the respondents because of the distance and the risk of COVID-19. Written guidance is included at the Google Form link. There will be ample time for the respondents to complete the survey. Following the retrieval of their answers, the information will be totaled, tabulated, examined, and evaluated in light of the study's objectives. Since the project is regional in scope, data collection will begin in June and July when the University of Mindanao Ethics and Research Committee (UMERC) reviews and approves the manuscript.

Confidential analysis and interpretation of the data were conducted. Initially, the data will be evaluated to determine the average in order to examine and interpret the typical index of organizational commitment, job engagement, task motivation, and performance levels. To ascertain whether there is a significant link between the variables, Pearson r will then be used. The degree to which variables affect teachers' job performance will then be ascertained by regression analysis. Last but not least, relationships between construct variables will be predicted using structural equation modeling, which combines theoretical modeling abilities.

On the other hand, this study has undergone Ethical Considerations set by the UM Professional School. The ethical contests that are pertinent to this research concern the issues of the right to conduct the study, confidentiality, and anonymity. The researcher observed the full ethical standards in the conduct of the study and followed the protocol assessments and standardized criteria. This research was certified by the UMERC "Following the receipt of the UMERC certificate, the researcher received a formal letter of approval from the superintendents of the schools divisions of the chosen public secondary schools in Southern Mindanao to perform the study. The researcher then attached the endorsed letter from the superintendent of the schools division to a formal letter that was sent to the principal of each of the participating schools. The survey questionnaire was distributed after an orientation for the public secondary school instructors participating in the study.

Participants joined the study voluntarily and could withdraw at any time if they felt uncomfortable. Their privacy was protected under the Data Privacy Act of 2012, ensuring confidentiality of both their identities and responses. The study aimed to benefit both internal and external stakeholders, particularly students, while prioritizing ethical research practices. No data fabrication, misinterpretation, or plagiarism occurred. The researcher ensured accuracy by integrating relevant theories and avoiding data manipulation. There was no conflict of interest, financial or academic, that could influence the study's integrity. Respondents were not coerced or misled, and their safety was prioritized throughout the research process.

RESULTS AND DISCUSSION

This section presents the analysis and interpretation of the respondents' data on work performance of teachers in the public of selected schools within Region XI based on the research objectives previously stated. The order of discussions on the mentioned topic is as follows: level of Organizational Commitment of Teachers, Work Engagement, Work Task Motivation and Work Performance of public secondary school teachers in Region XI; correlations of the variables involved; and the best fit model of the work performance of public school teachers in Region XI.

Based on the previously mentioned research objectives, this section provides the analysis and interpretation of the respondents' data regarding the work performance of teachers in the public of chosen schools within Region XI. The level of organizational commitment of teachers, work engagement, work task motivation, and work performance of public secondary school teachers in Region XI, correlations between the variables involved, and the best fit model of the work performance of public school teachers in Region XI comprise the order of discussions on the aforementioned topic.

Organizational Commitment of Teachers

The degree of organizational commitment is shown in Table 1 and has a descriptive equivalent of high, meaning it frequently manifests, with an overall mean of 3.75 and a standard deviation of 0.54. The findings demonstrate that the mean value for each of the three indicators was high. However among the indicators, Affective Commitment gained the highest mean value of 3.86 and a standard deviation of 0.62, followed by continuance commitment with a mean value of 3.71 and a standard deviation of 0.71. Both have same descriptive level which is high. Moreover, the lowest among the indicators fall on normative commitment which obtained a mean value of 3.68 and a standard deviation of 0.56 which it can be depicted on appendix specifically in believing that jumping from school to school seem at all unethical and believing that I would not feel it was right to leave my school if I got another offer for a better job elsewhere.

The findings of the study conforms with De las Heras-Rosas et al, (2021) who viewed that organizational commitment is believed to have effects on organizational and employee performance. Their findings suggest that higher organizational commitment is associated with lower turnover intentions, highlighting its importance in assessing employees' likelihood to stay and their value to the organization.

Consequently, Subba's (2019) findings are consistent with the study's conclusions that employees developed a high level of organizational commitment. It's stated that they feel more a part of and are more emotionally invested in their organization.

Table 1

Level of Organizational Commitment of Teachers in Region XI

Indicators	SD	Mean	Descriptive Level
Affective Commitment	0.62	3.86	High
Continuance Commitment	0.71	3.71	High
Normative Commitment	0.56	3.68	High
Overall	0.54	3.75	High

Likewise, the results were aligned with the findings of Ponsades and Guhao (2021) who also found out that the majority of teachers or 86.9% of their respondents believe that they have a reasonable level of organizational commitment. With a frequency of 33, only the remaining 12.7 percent exhibited a strong level of organizational commitment. This suggests that nearly all of them expressed a moderate to high level of organizational commitment. They are reasonably committed to the organization. Only the remaining 12.7% showed a high degree of organizational commitment, with a frequency of 33. This implies that a moderate to high degree of organizational commitment was shown by almost all of them.

Work Engagement

The weighted averages of all the work engagement criteria for public secondary school teachers are shown in Table 2. With a descriptive interpretation of High and an overall standard deviation of 0.58 and a mean of 3.93, it is clear that the teachers frequently exhibit this trait. The results obtained indicated that, with a mean score of 4.08, or "High," the Dedication indication had the highest mean score of all the indicators. Absorption, which likewise achieved a high descriptive level, comes next with a mean score of 3.86. The indicator with the lowest mean score, Vigor, received a descriptive equivalent of high on the item "having continued teaching for very long periods of time," with a mean score of 3.85.

The results implied that teachers demonstrate a strong sense of purpose and commitment to their work, which can lead to better job performance. Teachers are deeply engaged in their tasks which indicates focus and immersion in their teaching responsibilities. Although still rated high, vigor being the lowest suggests that sustaining energy levels over long periods may be a challenge, possibly due to workload or burnout. Thus, schools should maintain and enhance teachers' dedication and focus while also implementing strategies to boost energy and reduce fatigue, such as workload management, wellness programs, and professional development opportunities to sustain high performance.

The study of Rayton & Yalabik, (2019) viewed that an engaged workforce have willingness to put in persistent effort in their work and will be passionate and optimistic about work activities as well as capable of handling the job's obligations. However, a study by Zakaria (2021) supported the lowest result for vigor. It underscore the challenges teachers face, such as high workloads and burnout, which contribute to diminished work engagement. This

indicates that teachers exhibit lower levels of energy and mental resilience at work, along with a lack of strong commitment to their profession and perseverance when facing challenges.

Further, the result is also aligned based on Atkinson's motivational theory as cited on Shkoler & Kimura, (2020). This component may be identified as inability to accomplish labor or the aversion to it. As a result, strength and resistance are discussed as components of job engagement, and their meaning is consistent with conventional motivation definitions.

“Table 2

Level of Work Engagement of Teachers in Region XI”

Indicators	SD	Mean	Descriptive Level
Vigor	0.61	3.85	High
Dedication	0.68	4.08	High
Absorption	0.65	3.86	High
Overall	0.58	3.93	High

Furthermore, the result of this study is supported by the findings of Tucker (2023) who found out the importance of resilience and motivation for teachers. Her work has examined strategies that schools and administrators can adopt to create environments that sustain teacher engagement over time, even in high-pressure contexts.

Work Place Motivation

Depicted in Table 3 is the level of work task motivation which indicates of being oftentimes manifested. Among the five indicators, four received a high mean value. However, Identified Regulation gained the highest mean value of 4.13 followed by Introjected Regulation with 4.03. Next is Intrinsic Motivation with a mean value of 4.02 while External Regulation gained a mean value of 3.90.

In addition, finding my task important for the academic success of my students of which received a mean score of 4.21 and has a very high descriptive level; followed by Believing it is important for me to carry out my task and Believing that I would feel guilty not doing my task. These are; Believing that I never see the relevance of carrying out my task with a implied value of 3.01; and Believing that I never see the real purpose of doing my task with a implied value of 2.84.

Meanwhile, the lowest among the indicators falls on indicator A motivation which gained a implied value of 3.15. It would simply implied that the extent of work task motivation of teachers in Region XI in terms of A motivation is observed occasionally specifically on items; believing that teachers never see the relevance of carrying out their task, being used to know the reason why they do their task, and believing that they never see the real purpose of doing their task.

Table 3

Work Task Motivation of Teachers

Indicators	SD	Mean	Descriptive Level
Intrinsic Motivation	0.71	4.02	High
Identified Regulation	0.67	4.13	High
Introjected Regulation	0.71	4.03	High
External Regulation	0.67	3.90	High
A motivation	0.92	3.15	Moderate
Overall	0.50	3.85	High

The results implied that educators may not fully understand or appreciate the importance or significance of their duties. It implies a disconnect between what teachers are expected to do and their understanding or acknowledgment of why those tasks are necessary or meaningful. This perception could stem from various factors such as lack of support, overwhelming workload, or perhaps a misunderstanding of the purpose of certain tasks within the educational context.

Özbilen et al. (2020) found that teachers' motivation for their work is the primary factor influencing the quality of education, which supports the conclusions of this study. A highly motivated teacher will do their professional duties to the best of their abilities, which will raise the standard of instruction. He thinks it provides people with the fortitude, focus, and resiliency to act in some ways. It is something that provides the focus, ferocity, and

consistency of people's actions. Although it cannot be observed, it can be deduced from the actions taken. Someone who is highly motivated will work hard at the assignment. On the other hand, someone with less motivation will work slowly.

In same concept, the findings shows that it has based on the research findings of Colares et al., (2019) the individual feels a personal attraction towards a particular behavior or towards people that present it and believe in him/her. This level is a little more stable and the resulting behavior is not yet autonomous, but the initial interest is there.

Work Performance of Teachers

As shown in Table 4, it reveals the total weighted mean score of 3.50 and indicate that teachers' work performance is frequently displayed. Among the indicators, Contextual Performance received the highest mean score of 4.06; followed by Task Performance of which they received a mean score of 4.04. More so, the lowest indicator is Counterproductive Work Behavior with a mean score of 2.69.

Meanwhile, for specific items' results, there were items gained a very high a verbal description these are; Collaborating with other teachers is very productive and Knowing how to set the right priorities. Meanwhile, Believing that I cannot ensure to work during working hours and Being always focus on the negative aspects of a work situation received a lowest score.

The high result of work performance of teachers was supported with what Lopes and Oliviera (2020) findings of their study on satisfaction with one's job. It can increasingly becoming important in any workplace especially in education. Teacher work performance is a determiner of the effectiveness of not only the teacher him/herself but also that of the students but the school environment and the educational system at large.

Likewise, the results drawn of this study is coincide with those of Jomud, (2021) who indicated that despite challenges such as high workload and burnout teachers maintained high levels of work performance, verbally interpreted as very satisfactory or very good. When employees feel content and satisfied, receiving support from colleagues and superiors when needed, they tend to be more productive and perform better. This increased productivity ultimately contributes to the organization's overall success.

Table 4

Work Performance

Indicators	SD	Mean	Descriptive Level
Task Performance	0.52	4.04	High
Contextual Performance	0.55	4.06	High
Counter productive Work Behavior	1.05	2.69	Moderate
Overall	0.50	3.60	High

Furthermore, the study's findings confirmed the notion of Walia & Chetty (2020) who emphasized that work performance helps in identifying productive workers and determining how best to improve the overall productivity of the workplace. In this study, it means that evaluating how well teachers perform their tasks can help identify those who are productive. By assessing work performance, employers can gain insights into which workers are contributing effectively to the productivity of the workplace. This information can then be used to develop strategies to enhance overall productivity, such as providing additional training, adjusting work processes, or recognizing and rewarding high-performing teachers in the school.

Relationship between Organizational Commitment and Work Performance of Teachers

Presented in Table 5.1 are the test results of the relationship between organizational commitment and work performance of teachers. The hypothesis indicates that the link was examined at the significance level of 0.05. The null hypothesis was rejected with an overall R-value of .516 and a p-value below 0.05. This indicates that teachers' work performance and organizational commitment are significantly associated, and that teachers' work performance and organizational commitment are related. Specifically, Normative Commitment received an r-value of .520 with the p-value is less than 0.05 and the overall r-value on Affective Commitment is .445, .370 on Continuance Commitment.

Table 5*Significance on the Relationship between Organizational Commitment and Work Performance of Teachers in Region XI*

Organizational Commitment	Work Performance			Overall
	Task Performance	Contextual Performance	Counterproductive Work Behavior	
Affective Commitment	.446**	.443**	.185**	.445**
Continuance Commitment	.346**	.363**	.168**	.370**
Normative Commitment	.528**	.447**	.251**	.520**
Overall	.508**	.487**	.234**	.516**
	.000	.000	.000	.000

The results implied that those teachers who feel a sense of obligation to stay with their organization tend to demonstrate higher commitment, positively impacting their performance and retention. Emotional attachment to the organization also influences commitment, but to a lesser extent than normative commitment. This suggests that while teachers may enjoy and identify with their work, obligation plays a stronger role in their dedication. The weaker correlation indicates that staying due to perceived costs of leaving such as job security and benefits that has a lower influence on overall commitment. Schools should strengthen teachers' sense of belonging and responsibility by fostering a supportive culture, recognition programs, and professional development, ensuring that commitment is driven more by engagement and job satisfaction rather than necessity.

These results align with Riyanto et al. (2021), who highlighted the importance of organizational commitment. Commitment can manifest in various ways and has the potential to impact both organizational effectiveness and employee performance. From an organizational standpoint, effective employee performance is a fundamental outcome and objective of commitment. Committed individuals are more likely to persist in their tasks and achieve established goals compared to those who are uncommitted. Both theoretical and empirical studies have connected organizational commitment to individual work performance.

Consequently, the study's results are consistent with Hastuti and Akyuwen, (2022) who found that fostering teachers' organizational commitment leads to enhanced job performance. This implies that when teachers develop a strong attachment and active involvement with their educational institution, their effectiveness in performing their duties increases. Encouraging such commitment can result in higher levels of job performance among educators.

Relationship Between Work Engagement And Work Performance of Teachers

The findings of the test of the association between teachers' work performance and work engagement are displayed in Table 6. The findings demonstrate a positive and significant link between teachers' work performance and work engagement, with a p-value of less than .05. The overall r-value was .550. Furthermore, there is a substantial correlation between instructors' work performance and two of the three measures of work engagement; the overall r-values for Vigor, Absorption, and Dedication are .513 and .506, respectively. Since educators who possess great vigor are more vivacious, tenacious, and resilient in their work. They are able to efficiently manage classroom activities, engage pupils, and sustain productivity because of their enthusiasm and energy. Another reason is that teachers who are totally focused on their work are more likely to be effective and meticulous, which improves lesson planning and student participation.

The results implied that work engagement has a moderate positive impact on teachers' work performance, meaning higher engagement leads to better performance. Schools should foster energy, focus, and commitment among teachers through supportive policies, professional growth opportunities, and a positive work environment to enhance overall performance.

"Table 6"

"Significance on the Relationship between Work Engagement and Work Performance"

Work Engagement	Work Performance			Overall
	Task Performance	Contextual Performance	Counterproductive Behavior	
Vigor	.572**	.646**	.116*	.513**
	.000	.000	.021	.000
Dedication	.581**	.685**	.034	.474**
	.000	.000	.495	.000
Absorption	.580**	.629**	.110*	.506**
	.000	.000	.028	.000
Overall	.640**	.724**	.094	.550**
	.000	.000	.059	.000

This result was consistent with the findings of Abdelhamid & Al Doghan (2023), who found that job engagement is a significant element in improving employee performance and, consequently, the efficiency of the business. One of the elements thought to influence an employee's performance at work is work engagement. Effective and successful schools can be created by teachers who are passionate about what they do.

Also, the result being discussed was supported by the findings presented in a study conducted by Neumann's (2022), which offers compelling evidence that there is a direct link between teacher work engagement and job performance. Teachers who are engaged not only experience greater satisfaction and motivation, but also deliver improved performance in their teaching. Their findings emphasize the critical need to cultivate environments that support and enhance teacher engagement in order to elevate the overall quality of education.

Relationship between Levels of Work Task Motivation and Work Performance of Teachers

The findings of the test of the connection between teachers' work performance and task motivation are shown in Table 7. According to the findings, there is a positive and substantial correlation between teachers' work task motivation and performance, as indicated by the total r -value of .670 with p equal to value less than .05. More precisely, only two indicators of work performance of teachers directly correlate positively by the work task motivation of teachers, namely; Task Performance which gained an r -value of .687; Contextual Performance contained .647, while Counterproductive Work Behavior received an r -value of .283.

The results implied that there is a Strong Positive Relationship on Work task motivation since it significantly improves teachers' overall work performance ($r = 0.670$, $p < 0.05$). Meaning motivated teachers excel in their core duties and the contextual Performance ($r = 0.647$) implied that they also contribute positively to the school environment. Thus, schools should enhance motivation strategies to improve performance, but addressing negative behaviors may require additional measures.

The findings was supported by Forson et al., (2021) based on the result of their study on Motivation at work. It was found out that work task motivation is an ingredient for better work performance of teachers. It served as a central pillar at the workplace. Likewise, the result aligned to the views of Comighud & Arevalo, (2020). They found out that motivation of workers will determine the teachers' response to the organizational rules, responsibilities and opportunities. Thus, motivation of teachers plays a crucial role in determining how teachers respond to policy of the department and to their responsibilities, and opportunities.

In addition, this study is also supported by the findings of Green. (2023) of which she explored how motivational factors impact teachers' work performance. emphasized that when teachers are highly motivated to complete work tasks effectively whether through a sense of personal accomplishment or external rewards—they exhibit higher levels of job performance, increased engagement, and a more positive impact on student outcomes..

Table 7*“Significance on the Relationship between Work Task Motivation and Work Performance*

Work Task Motivation	Work Performance			
	Task Performance	Contextual Performance	Counterproductive Work Behavior	Overall
Intrinsic Motivation	.590**	.652**	.054	.479**
	.000	.000	.282	.000
Identified Regulation	.655**	.658**	.046	.498**
	.000	.000	.358	.000
Introjected Regulation	.555**	.501**	.008	.379**
	.000	.000	.877	.000
External Regulation	.499**	.454**	.132**	.429**
	.000	.000	.008	.000
Amotivation	.126*	.044	.589**	.470**
	.012	.378	.000	.000
Overall	.687**	.647**	.283**	.670**
	.000	.000	.000	.000

“Significance on the Influence of the Exogenous Variables on the Work Performance of Teachers”

Using the regression analysis, the researcher examined if there were possible influence relationships. When Work Performance of teachers was regressed on the organizational commitment, work engagement and Work Task Motivation, it generated an R^2 of .463 as shown on Table 8. The $F=$ value of this regression was 116.113, significant at .000. It can be stated therefore that the combination of the three exogenous variables significantly influenced work performance. The R^2 of .468 indicated that 46.8% of the variance in work performance was attributed to organizational commitment, work engagement, work task motivation.

Table 8*Significance on the Influence of Organizational Commitment, Work Engagement and Work Task Motivation on Work Performance of Teachers in Region XI*

Exogenous Variables	Work Performance			
	B	B	t	Sig.
Constant	.792		5.168	.000
Organizational Commitment	.098	.104	2.001	.046
Work Engagement	.101	.116	2.081	.038
Work Task Motivation	.531	.522	9.669	.000
R	.684			
R^2	.468			
ΔR	.464			
F	116.113			
P	.000			

This further indicated that factors not included in this study accounted for 53.2% of the variation in work performance. Further analysis of the table revealed that, among the three exogenous factors, work task motivation contributed the most (Beta =.522, P-value =.000), followed by work engagement (Beta =.116, P-value =.038) and organizational commitment (Beta =-.104, P-value =.046). Only work task motivation had a substantial impact on teachers' work performance out of the three variables. On the other hand, endogenous variables are not significantly impacted by other variables.

Generated Structural Models

This part analyzes the interrelationships among the variables in the study. Three models were generated to obtain the best fit model of work performance of teachers.

All of the included indices must continuously fall within the permissible ranges in order to choose the best-fitting model. The p-value should be larger than or equal to 0.05, and the chi-square/degrees of freedom value should be between 0 and 2. The related pclose value must be more than or equal to 0.05, and the Root Mean Square of Error Approximately value must be less than 0.05. Every other index, including the Goodness of Fit Index, Tucker-Lewis Index, Comparative Fit Index, and Normed Fit Index, needs to be higher than 0.90.

Only the direct effects of organizational commitment, job engagement, and work task motivation on work performance were taken into account by the Hypothesized Structure Model 1, which is appended as Figure 1. However, because not all of the index values fell within each condition, it indicated that the model did not adequately fit the data.

In contrast, the Hypothesized Structural Model 2 exhibited a Chi Square/Degrees of Freedom index value of 11.176 and a Comparative Fit Index (CFI) of .797, indicating that the data was not well-fitted. Additionally, because none of the index values met an acceptable measure under each criterion, it suggested a poor fit model to the data.

Finally, it was determined that the best match model was Hypothesized Model 3, which is shown in Figure 2. It identified three latent variables—organizational commitment, work engagement, and work task motivation—that are anticipated to impact the latent endogenous variable of work performance. As seen in Table 9, the model fitting was determined to be highly acceptable. With a P-value of .756, the Chi-square divided by the degrees of freedom was 1.451. This suggested that the model suited the data quite well. Additionally, the Root Mean Square of Error Approximation index (RMSEA) of .034—which was below the <0.05 level of significance with a matching P-close value > 0.05—strongly corroborated this.

“Table 10

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	15.887	.724	.695	.683	.625	.193	.000
2	.000	11.191	.795	.797	.782	.743	.160	.984
3	.142	1.451	.990	.998	.992	.994	.034	.756

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 Work Performance

Shown in Figure 2 the standard estimates of Generated Model 3. Model 3 shows the interrelationships of the latent exogenous variables, organizational commitment, work engagement and work task motivation and its direct causal relationship with the latent endogenous variable, work performance of teachers. As can be gleaned in model 5, as the the best fit model, The model also displayed the interconnectedness of these three exogenous variables organizational commitment had a direct relationship with work engagement and work task motivation. Further work engagement also had direct relationship with organizational commitment and work task motivation.

The three exogenous variables' standardized structural model solution is displayed in Figure 2. The findings showed that the following measures of organizational commitment, such as affective and continuity commitment, have a significant impact on work performance. However, the latent variable of work performance is significantly influenced by work engagement markers, including vigor and absorption. The figure also shows that identified regulation and intrinsic motivation were still significant predictors of work task motivation. But only two of the model's three indications were visible.

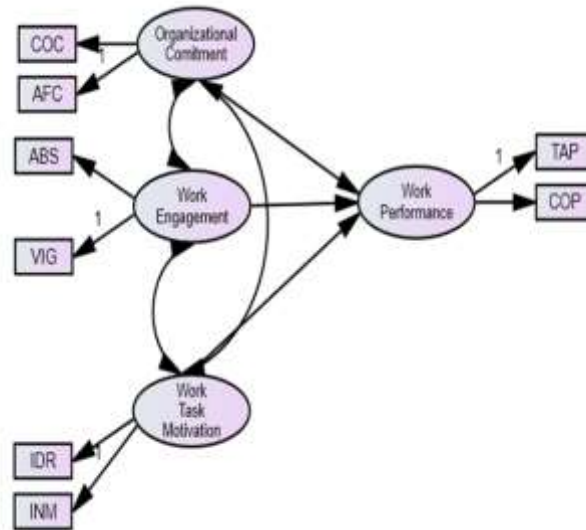


FIGURE 2. A Model Showing the best fit model of interrelationship between the Exogenous Variable and its Causal Relationship on Work Performance

that remained viable on work performance construct, namely, *task performance* and *contextual performance*. While *counterproductive work behavior* was trimmed since their beta values and p-value did not obtain the desired values.

Table 9

Goodness of Fit Measures of Structural Best Fit Model

INDEX	CRITERION	MODEL FIT VALUE
P-value	> 0.05	.142
CMIN/DF	0 < value < 2	1.451
GFI	> 0.95	.990
CFI	> 0.95	.998
NFI	> 0.95	.992
TLI	> 0.95	.994
RMSEA	< 0.05	.034
P-Close	> 0.05	.756

CONCLUSION AND RECOMMENDATION

Because the structural equation model guides the analysis through the phases of model formulation, estimate, and assessment, it helped to increase the research's dependability and thoroughness. Based on the results, it was found that there is a high degree of organizational commitment, work engagement, task motivation, and professional performance.; Work task motivation, work engagement, and organizational commitment all have a substantial impact on work performance; these factors all work together to influence work performance. Only model three, out of the three structural models that were investigated, showed indices that consistently showed an exceptional match to the data; as a result, it is determined to be the best fitting structural model. This model suggests that organizational commitment, job engagement, and work task motivation have a significant impact on teachers' work performance.

The success of teachers' work performance can be attributed to various factors. Numerous studies have also identified these factors as key contributors to enhancing teachers' performance in the field of education. The research has confirmed that these indicators support the stated findings. The model for work performance is in conformity with the job characteristics theory of work attitudes and performance by Hackman and Oldham (1975, 1980). It explained that employee attitudes and performance are moderated by the employee's need for psychological growth. An employee with low growth need strength are less responsive to job characteristics than employees with high growth need strength. Their findings underscore the importance of creating engaged employees to improve overall organizational performance. It supported the findings which give emphasis on work engagement that can be seen as an important factor in increasing the performance of the employee. Moreover, without motivation, teachers' performance would be highly hindered.

The level of motivation of workers will determine the teachers' response to the organizational rules, responsibilities and opportunities. In general, in the context of this study, excellent work performance of teachers is expected from the combined influence of the three exogenous variables included in this study. Then teachers feel connected and related in their workplace if they are having sense of belonging. This will help them to have developed organizational commitment, work engagement, and work task motivation which would pave way towards work performance.

The findings therefore suggest that in order to address the issue of teachers' poor work performance, a high degree of organizational commitment and work engagement should be raised to an extremely high degree. Indicator A motivation achieved a moderate level when measuring motivation for job tasks. By establishing a collaborative culture and offering tailored, pertinent support, it can be raised to a high degree, making teachers feel more committed to their profession. Motivating people from moderate to high levels can be facilitated by this method.

On the other hand, indicator of work performance of teachers obtained a moderate level for indicator counterproductive work behavior (CWB) among teachers. Thus, it's important to address both the root causes and the symptoms. fostering a positive and supportive school environment will help mitigate moderate CWB and transform it into productive, positive behaviors that enhance the educational experience.

It is also crucial to acknowledge that students' learning and academic success are significantly influenced by the way teachers behave at work. It is also recommended that employers, legislators, and other interested parties pay attention to how well instructors perform at work. From the standpoint of this study, the findings might offer more information and deal with the teachers' performance at work, which is thought to be significantly impacted by organizational commitment, job engagement, and motivation for tasks.

Furthermore, using the study's best fit model to guide the design of an intervention program is the optimal course of action. To address such unresolved questions in this study, it is advised to look into additional research on teachers' job performance.

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