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A Structural Equation Model on Organizational Commitment as Influenced by Professional Development, Quality of Work Life, Work Engagement, and Work Values among Public School Teachers

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Abstract: **Organizational commitment is a vital factor in strengthening educational institutions through enhanced teacher performance, retention, and engagement. This study determined the best-fitting structural equation model of organizational commitment among public school teachers in Region XI, Philippines. Specifically, it examines the influence of four exogenous variables—professional development, quality of work life, work engagement, and work values—on the endogenous variable, organizational commitment. Employing a descriptive-correlational design using Structural Equation Modeling (SEM), the study surveyed 400 public school teachers selected through stratified random sampling. Results revealed very high levels of professional development, quality of work life, work engagement, and organizational commitment, while work values were rated high. Correlation analyses showed significant positive relationships between all four exogenous variables and organizational commitment. Further findings identified Model 3 as the best-fit model, which demonstrated direct causal relationships between the four exogenous variables and organizational commitment. After model modifications, professional development was best represented by thematic knowledge and educational technology. Quality of work life was measured by two indicators: organizational culture and climate, and training and development. Work engagement was described by two indicators: emotional engagement and social engagement with colleagues. Work values were measured by two indicators: social status of the job and upward striving. Organizational commitment was most accurately described by continuance and normative commitment. These findings offer a valuable foundation for policymaking and institutional reforms to improve teacher commitment and educational outcomes through teacher development programs. The study contributes to the pursuit of United Nations Sustainable Development Goal (SDG) No. 3 which promotes teachers' well-being through healthy and supportive work environments, and SDG 4, which advocates inclusive and equitable quality education through the empowerment of teachers and the enhancement of professional practices.**

Keywords: **professional development, quality of work life, work engagement, work values, organizational commitment, SEM, Region XI, Philippines, SDG Indicators: #3 Good Health and Well-being; #4 Quality Education.**

1. INTRODUCTION

Organizational commitment remains a crucial challenge among public school teachers. According to Huda, Jaenudin, and Iriansyah (2024), problems with organizational commitment are rooted in a management support, heavy workloads, and unclear roles and responsibilities, all of which directly affect teacher motivation, retention, and performance. Persistent issues such as limited resources, inadequate training, and insufficient professional development opportunities further erode

teachers' organizational commitment (Guerra & Ubayubay, 2025). Moreover, Parmar, Channar, Ahmed, Streimikiene, Pahi, and Streimikis (2022) emphasized that stress is only one of the factors contributing to teachers' low organizational commitment. Teachers are overburdened due to their multiple responsibilities to parents, education reform, and the principal, according to Seo and Yuh (2022). Teachers are not just busy, but their organizational commitment has also decreased due to their strained connections with management.

Recent studies have shown that teachers with higher organizational commitment tend to demonstrate greater teaching competence (Pacapat & Escarlos, 2023). The study by Fajagutana and Guhao (2022) underscored the impact of organizational commitment on creativity, noting that a committed employee who remains with the organization performs and exhibits innovative behavior. This suggests that organizational commitment can contribute to productivity, loyalty, and overall school effectiveness. Based on the study of Perkins Stark, Williamson Smith, and Carter (2025), organizational commitment holds significant implications for employee well-being and overall organizational performance. Additionally, self-efficacy, job performance, and transformational leadership behaviors were found to be positively associated with organizational commitment, indicating that these factors strengthen teachers' commitment and attachment to their schools (Cabayag & Guhao Jr., 2024).

It is typically regarded as a three-dimensional construct comprising affective, continuance, and normative commitment (Pandya, 2025). Alipio (2020) also said that lower commitment creates problems that make schools less effective, make teachers less successful in their jobs, or cause them to leave the profession. Cadiong (2024) also found that teachers with high commitment scores show leadership, competence, and dedication. This shows that they feel they belong at their schools and that their presence is important to both the institution's growth and students' success.

A study by Prayudi, Sitompul, and Anwar (2024) identified a significant positive relationship between organizational commitment and professional development, suggesting that teachers who are more attached to their schools are more likely to participate in professional learning. It also validated Touni's (2023) findings, which indicated a highly significant positive correlation between total career development and total organizational commitment among the teaching staff at a nursing faculty at Minia University. The study suggests offering educational opportunities for teaching staff to foster self-confidence and a positive self-image by improving their professional knowledge and skills. Similarly, Organizational commitment showed a significant relationship to teachers' professional growth in Punjab secondary school, Muhammad, Iqbal, and Parveen (2022). This means that there should be considerable attention from school management on professional growth to strengthen the teachers' attachment to school.

Professional development is critical in enhancing teacher effectiveness and improving student outcomes. Empirical evidence indicates that structured professional development programs, characterized by collaborative learning, digital training, and mentorship, strengthen teachers' competencies and instructional practices (Amemasor, Oppong, Ghansah, Benuwa & Essel, 2025). Moreover, the study of Bowman, Vongkulluksn, and Xie (2022) emphasized that professional development can lead to improvements in teachers' instructional strategies, which in turn positively affect student learning. Similarly, Peñaflor (2024) reported that participation in faculty development programs significantly increased organizational commitment. These findings highlight that professional development strengthens employees' commitment, engagement, performance, and retention.

Organizational commitment was positively correlated with the quality of work life among higher education teachers, as highlighted by Abebe and Assemie (2023). In the context of public school teachers, this relationship becomes even more significant given the demanding nature of the teaching profession and the need for sustained motivation. Similarly, studies in Southeast Asian contexts indicate that supportive leadership, recognition, and professional autonomy enhance both QWL and commitment levels among educators (Nguyen & Mai, 2020). For instance, a study by Eledio and Ocay (2024) found that a positive QWL is linked with higher job satisfaction and better quality of work life among teaching staff.

Quality of work life is a crucial factor that enhances employees' job satisfaction, motivation, and organizational commitment, enabling them to perform effectively and remain engaged in their profession (Membredo & Guhao, 2022). Furthermore, research indicates that teachers with higher QWL exhibit greater psychological empowerment and embrace stronger growth mindsets about their teaching abilities, leading to increased innovation in their teaching practices (Rahimi, Hejazi, Lou & Heidarzadeh, 2024). These findings collectively emphasize that investing in QWL not only fosters a supportive work environment but also contributes to higher employee engagement, satisfaction, and overall organizational success.

The study by Sezen-Gultekin, Bayrakcı, and Limon (2021) found that teachers' perceptions of organizational commitment and work engagement were relatively high, with statistically significant, positive correlations among the variables. In consonance with this, Tang, Zhang, Feng, Li, Zeng, Xie, and Wang (2022) also found a positive correlation between organizational commitment and work engagement. Moreover, the result of the study of Rani, Agustiani, Ardiwinata, and Purwono (2020) showed a positive and significant correlation between organizational commitment and work engagement, implying that the higher the organizational commitment, the higher the work engagement; while the lower in organizational commitment resulting the lower the level of work engagement. Engaged teachers are completely devoted to their work, entirely committed, and dedicated to it, while actively disengaged teachers are frustrated and dissatisfied with their jobs, perform poorly, and have a negative effect on their co-workers' efforts in the organizations (Paulík, 2020).

Work engagement plays a pivotal role in enhancing both individual performance and organizational outcomes. A fulfilling state of mind characterized by vigor, dedication, and absorption, it fosters deeper commitment and motivation among employees. Recent research by Nabhan and Munajat (2023) found that work engagement, along with organizational commitment, significantly enhances job performance, especially when aligned with values such as organizational identification and work ethic. Moreover, Mazzetti and Schaufeli (2022) emphasized that engaging leadership—through trust, feedback, and participation—boosts team effectiveness by cultivating personal and collective resources that fuel work engagement. Teachers who have empathy towards their students are better able to understand their emotional states and respond in ways that foster trust and engagement (Wang, Shuangguan & Huang, 2025). These findings underscore that fostering work engagement is not merely a morale booster but a strategic imperative for sustainable success. Thus, engaged teachers are not only more satisfied but also more inclined to remain in the school and contribute to its long-term goals (Songcog & Guhao Jr., 2020).

On the other hand, cognitive and affective work values correlate positively with affective commitment, instrumental work values positively correlate with continuance commitment, and affective work values positively correlate with normative commitment (Zeinhofer, 2022). This aligns with the study by Arsenal, Narciso, Rama, and Tabigue (2021), which found that intrinsic and extrinsic work values are significantly related to organizational commitment among employees. Work values are essential guiding principles that influence teachers' behaviors, attitudes, and decisions in the workplace, shaping their professional identity and commitment to organizational goals (Pellogo & Guhao, 2024). This serves as a guiding principles that influence decision-making, professional fulfillment, and educators' perceptions of their roles in the institution.

Recent studies emphasize that strong work values such as responsibility, dedication, and collaboration positively impact teachers' engagement and commitment, ultimately leading to improved performance and student outcomes (Hernández, Maldonado & Salanova, 2021). Moreover, Garma and Yap (2023) highlighted that alignment between personal and organizational values fosters greater job satisfaction and reduces turnover intentions among teachers. In this sense, nurturing positive work values is not only essential for sustaining teacher motivation but also for enhancing institutional stability and educational quality. Beyond financial considerations, workplace productivity also plays a role in motivation, as staying productive throughout the day provides teachers with a sense of accomplishment and fulfillment (Hua, 2024). Venida (2021) further highlights that teachers value personal skill development, professional growth, and workplace collaboration, which positively affect their motivation, satisfaction, and performance. Besides, Muir et al. (2021) note that teachers feel very proud of their work, especially when they see how it improves students' lives. Hudson (2021) also emphasizes the importance of mentoring, noting that mentors often go beyond formal obligations to provide new educators with emotional support, instructional guidance, and practical strategies that enhance professional development and teaching effectiveness.

The theoretical aspect of the study is anchored on Social Exchange Theory by Blau (1964), which highlights those employees develop stronger organizational commitment when they experience consistent support and favorable treatment from their organization. When schools provide opportunities for professional development, training, and career advancement, teachers perceive their efforts as reciprocated. This mutual exchange fosters trust, loyalty, and improved work performance, creating a foundation for long-term commitment.

This study is also supported by the Three-Component Model of Commitment of Meyer and Allen (1991), which explained that organizational practices shape different forms of commitment. Affective commitment increases when teachers develop emotional attachment through professional growth opportunities and a supportive work environment. Continuance

commitment strengthens when the organization ensures stability and a high-quality work-life, encouraging teachers to remain, while normative commitment develops when schools uphold values such as fairness, engagement, and respect, motivating teachers to reciprocate positively toward the institution.

Similarly, Psychological Contract Theory by Rousseau (1995) emphasizes the importance of fulfilling implicit expectations between employees and the organization. When schools meet unwritten agreements, such as offering professional development, ensuring a high-quality work-life, supporting engagement, and respecting teacher values, teachers feel valued and fairly treated. This sense of fairness and recognition enhances trust and a sense of belonging, reinforcing their overall organizational commitment.

Presented in Figure 1 are the conceptual framework and proposed models that examine the most suitable alignment to improve teachers' organizational commitment in public schools in Region XI. The initial conceptual paradigm illustrates the direct impact of exogenous variables, namely: professional development, quality of work life, work engagement, and work values, on the endogenous variable, organizational commitment, as corroborated by relevant theories and empirical studies.

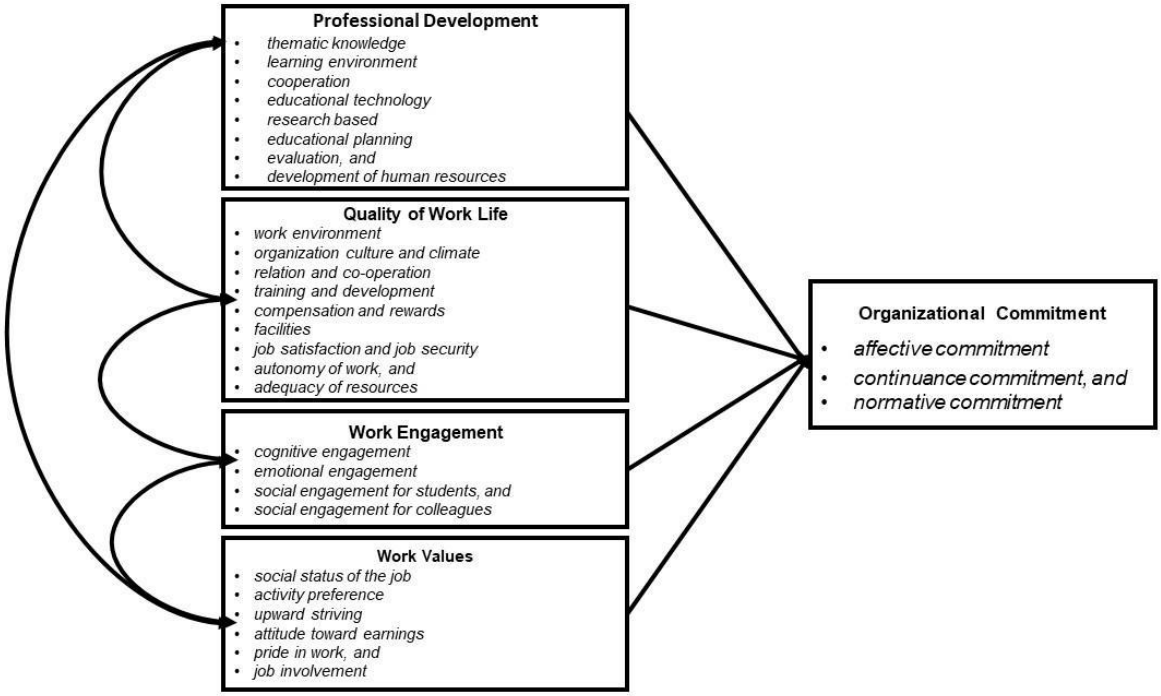

Figure 1. The study's Conceptual Framework shows the direct relationship of the latent exogenous variables towards the latent endogenous variable.

This is illustrated through a double-headed arrow that connected four latent exogenous variables—professional development and quality of work life, quality of work life and work engagement, work engagement and work values, work values and professional development, professional development and work engagement, and quality of work life and work values—indicating their interrelationships. Meanwhile, the single-headed arrows pointed from each of the four latent exogenous showed how they directly impacted organizational commitment. Furthermore, the rectangular shapes represented the corresponding measured variables of the latent exogenous and endogenous variables.

Since latent variables are not immediately observable, they cannot be directly measured. This is how each latent construct is connected to many measures or observed variables. Consequently, the study's primary focus is the magnitude of the structural paths between the unobserved and observed variables.

The first exogenous variable is the Professional Development, which is observed using the indicators that include thematic knowledge, learning environment, cooperation, educational technology, research-based, educational planning, evaluation,

and development of human resources (Ayyoobi, Pourshafei & Asgari, 2016). The study emphasized that well-structured professional development programs positively influence teacher commitment and professional growth, with the learning environment being particularly influential.

In addition, collaborative inquiry has been identified as a key component of effective professional development. Dehghani, Rezvani, and Hadian (2025) found that teachers' participation in collaborative inquiry groups improved their learning environment, cooperation, and educational planning skills. The findings indicated measurable gains in these areas, demonstrating that collaborative, interactive professional development can enhance specific teaching competencies and professional collaboration.

Furthermore, professional development in educational technology is critical in adapting to modern teaching environments. Uzorka and Olaniyan (2022) reported that lecturers transitioning to technology-mediated teaching required support in leadership, infrastructure, and pedagogical strategies to integrate technology effectively. Their study highlighted the necessity of professional development programs that address technological, collaborative, and instructional needs, enabling teachers to promote problem-solving, critical thinking, and student engagement.

On the other hand, the second latent variable, quality of work life, has work environment, organization culture and climate, relation and co-operation, training and development, compensation and rewards, facilities, job satisfaction and job security, autonomy of work and adequacy of resources (Swamy, Nanjundeswaraswamy & Rashmi, 2015) as observed indicators. Furthermore, a study conducted by Syahidah, Rahman, and Hossain (2023) identified key drivers of quality of work life, including work environment, organizational culture, cooperation, compensation, resource adequacy, job autonomy, and security, which collectively enhance employee performance and organizational effectiveness.

The research conducted by Suryani (2023) revealed that the quality of work life has a substantial impact on job satisfaction, which, in turn, mediates its relationship with organizational commitment. This underscores the need to cultivate supportive work environments to enhance both employee well-being and loyalty.

The third latent variable, work engagement, comprises four observed indicators: cognitive, emotional, and social engagement with students and colleagues (Johnson 2021). Bošković's 2021 study showed that giving employees greater autonomy at work has a significant effect on their engagement, underscoring the importance of empowering them to foster a more engaged workforce.

Similarly, Mishra (2020) found that employee engagement directly affects motivation and performance, underscoring its role in enhancing productivity. In the context of remote work, a study by Sharma and Sood (2023) identified that social and organizational support positively correlate with work engagement, suggesting that remote work dynamics require careful management to maintain engagement levels.

Furthermore, a study by Agyemang, Osei, Mensah, and Baah (2025) demonstrated that organizational commitment correlates with work engagement among midwives in Ghana, underscoring the critical role of engagement in translating commitment into enhanced job performance.

The fourth latent exogenous variable, work values, has six observed indicators, namely: social status of the job, activity preference, upward striving, attitude toward earnings, pride in work, and job involvement (Dhanasarnsilp, 2005). A study by Dorkenoo, Boateng, and Mensah (2022) reviewed the literature and found that workplace values significantly affect employee performance and corporate profitability, suggesting that aligning employee values with organizational goals can enhance overall performance.

In a cross-cultural context, a study by Zhang, Smith & Brown (2023) compared work values between British and Chinese engineers in the UK, revealing differences in intrinsic-extrinsic values, masculinity-femininity, and uncertainty avoidance-entrepreneurial risk, highlighting the impact of cultural background on work values.

Three observed indicators of the latent endogenous variable, organizational commitment, include affective commitment, continuance commitment, and normative commitment (Bading, 2022). According to Sezen-Gultekin, Bayrakcı, and Limon (2021), when teachers have a high level of commitment, they are more likely to align their personal goals with those of the organization, actively engage in institutional programs, and foster high-quality interactions in the workplace.

Also, Structural Equation Modeling (SEM) is necessary to find the model that fits best. The proposed model illustrated that the oval shapes signify the latent variables of the study, the rectangular figures linked to the oval denote the measured indicators of a latent construct, the single-headed arrow indicates the direct influence between variables, and the double-headed arrow represents correlation.

In the local area, the researcher has not found a study that utilizes structural equation modeling (SEM) to look into the connection between professional development, work-life balance, work engagement, work values, and organizational commitment in public schools (Fredeluces & Narido, 2025). Most of the research on organizational commitment only looks at two or three variables. In this case, the researcher chose to conduct a multivariate study of the four variables to measure organizational commitment. The results of this study will lead to new ideas about education and could help public schools develop a plan to raise awareness of organizational commitment. This could lead to a better institutional system, better performance, better student outcomes, and better citizens in the future.

This study aimed to determine the best-fit structural equation model for organizational commitment in public schools, with a particular focus on evaluating professional development in areas such as thematic knowledge, learning environment, cooperation, educational technology, research-based educational planning, evaluation, and development of human resources. It also aimed to evaluate the quality of work life of public-school teachers regarding their work environment, organizational culture and climate, relations and co-operation, training and development, compensation and rewards, facilities, job satisfaction and job security, autonomy of work, and adequacy of resources. Moreover, it also sought to assess the degree of work engagement in public schools regarding cognitive, emotional, and social engagement among students and colleagues; and to evaluate the extent of work values concerning social status of the job, activity preference, upward striving, attitude toward earnings, pride in work, and job involvement. Also, this study sought to examine how committed people are to the organization in terms of affective, continuance, and normative commitment.

This study aimed to ascertain the significant correlations between professional development and organizational commitment within public schools, quality of work life and organizational commitment among public schools, work engagement and organizational commitment within public schools, and work values and organizational commitment among public schools. Finally, it seeks to identify the model that forecasts organizational commitment within public schools.

Simultaneously, the study tested null hypotheses at a 0.05 level of significance. First, professional development has no significant relationship with organizational commitment. Second, the quality of work life has no significant relationship with organizational commitment. Third, work engagement has no significant relationship with organizational commitment. Fourth, work values are not significantly related to organizational commitment. Finally, there is no single model that best fits organizational commitment among public schools.

Understanding the fundamental dynamics of educational management is crucial for education worldwide. Thus, this study is if significant importance as it serves as the foundation for implementing and enhancing systems. Examining the influence of external factors and internal inclinations on organizational commitment it contributes to the development of stronger concepts in this field. Consequently, it has the potential to address and alleviate the pervasive issue of reduced performance outputs in schools, ultimately shedding light on and resolving the problem of organizational commitment. The study advances United Nations Sustainable Development Goal No. 3 by fostering teachers' well-being through the establishment of healthy and supportive work environments, and Goal No. 4 by promoting inclusive and equitable quality education through the empowerment of educators and the improvement of professional practices.

The study's results may serve as a crucial foundation for system and employee development initiatives at universities, as well as private, public, and other educational institutions. This also assisted Department of Education officials in designing programs and activities aimed at enhancing professional development, quality of work life, work engagement, and work values, all of which might influence public school employees' commitment to their jobs. This study may serve as a substantial foundation for policy formulation. This would also help the school administrator lead, manage, and encourage commitment to the organization in schools.

Moreover, this study offers valuable insights for additional research and the evaluation of various variables, such as professional development, quality of work life, work engagement and work values, in predicting organizational commitment. This kind of analysis can help researchers and professionals who want to learn more about this field by giving them a cross-reference, a base, or a summary.

2. METHOD

This section examined the impact of professional development, quality of work life, work engagement, and work values on organizational commitment. It also explained how the study addressed its research problems and provided details about the respondents, research materials and instruments, the research design, and data-gathering methods, as well as the statistical tools used for data collection and analysis.

Research respondents

The study respondents were selected from the 44,401 public school teachers for the school year 2023–2024 (PPRD, DepEd Region XI). The study's respondents were selected using a scientific method, with 400 teachers in various divisions polled to represent the whole teaching population. In terms of professional rank, Teacher I has the highest number of respondents with 202 (50.5%), followed by Teacher II with 104 respondents (26%) and Teacher III with 44 respondents (11%). In the Master Teacher category, there are 19 Master Teacher I (4.8%) and 7 Master Teacher II (1.8%). SPED Teacher I respondents with 17 (4.3%) and SST-I respondents with 7 respondents (1.8%). In terms of years of service, the highest frequency is observed in the 1–10 years bracket with 266 respondents (66.5%), followed by 11–20 years with 96 respondents (24.0%). Teachers with 21–30 years of service number 27 (6.8%), while 11 respondents (2.8%) have more than 30 years of experience.

Furthermore, this study was conducted in Region XI, also known as the Davao Region, located in the southeastern part of Mindanao, Philippines. The region consists of 11 school division offices, which include six cities and five provinces. The cities are Davao City, Tagum City, Panabo City, Island Garden City of Samal, Digos City, and Mati City. The provinces are Davao Oriental, Davao de Oro, Davao del Norte, Davao del Sur, and Davao Occidental.

A systematic random sampling method was established to identify the number of respondents per division. Following the fundamental guideline for determining the appropriate number of respondents for Structural Equation Modeling (Savalei, 2021), which is between 200 and 400, the researcher employed a backward approach using the stratified random sampling technique (Smith & Dawber, 2019) at the 0.5 significance level. In Davao City, there were 111 teachers (27.5%), in Tagum City, 19 teachers (5%), in Davao del Norte, 41 teachers (10%), in Panabo City, 15 teachers (4%), in Davao de Oro, 66 teachers (16%), in Davao del Sur, 37 teachers (9%), in Digos City, 14 teachers (4%), in Mati City, 14 teachers (4%), in Davao Oriental, 42 teachers (10%), in Island Garden City of Samal, 10 teachers (2.5%), and in Davao Occidental, 31 teachers (8%). Additionally, adhering to well-defined criteria in the selection of respondents ensures the validity and appropriateness of the study's findings.

The researcher also considered inclusion and exclusion criteria when choosing the 400 regular teachers from public schools in Region XI who work for the Department of Education by using the Raosoft online calculator. They must be between Teacher I and Master Teacher II. The school heads gave the teachers permission to participate in the poll, and the teachers agreed. Teachers who chose not to participate were excluded, as only those who gave informed consent were included in the study. This study also excluded teachers from private schools and did not include those who had chosen to withdraw from the survey due to conflicting interests, concerns about data confidentiality, or prior commitments that prevented them from participating.

Materials and Instruments

The study data were collected using five (5) adapted questionnaires to collect primary data on organizational commitment, professional development, quality of work life, work engagement, and work values then revised to suit the current professional and local context.

Five internal and one external expert validators evaluated the instrument, and it obtained an overall rating of 4.62, which indicated that it is highly reliable and credible. Pilot testing was implemented after the validation process. The survey instrument yielded a Cronbach's alpha of 0.935 for organizational commitment (the endogenous variable) and an average of 0.95 for the four exogenous variables: professional development (0.932), quality of work life (0.978), work engagement (0.936), and work values (0.954). These results indicate that the research instruments were both reliable and credible.

Cronbach's alpha closer to 1.0 reflects higher internal consistency of scale items, while the acceptability of a reliability value depends on its specific application (Adeniran, 2019; Bonett and Wright, 2015). In addition, it is crucial to make the

entire population be the focus of reliability instead of a sample only. Moreover, George and Mallery (2003) indicated that a Cronbach's alpha of 0.9 or above is excellent, 0.8 or above is good, 0.7 or above is acceptable, 0.6 or above is questionable, 0.5 or above is poor, and below 0.5 is unacceptable. In this study, the survey instrument showed a Cronbach's alpha of 0.935 for the endogenous variable and 0.950 for the four exogenous variables, demonstrating that the tools were both reliable and credible. The panel of examiners validated and approved the five sets of questionnaires, with an overall construct validity rating of 4.62, reflecting a very high standard. Before use, the experts provided revisions, suggestions, and comments to improve the final version of the instruments.

This study adapted the organizational commitment questionnaire of Bading (2022) which consists of three (3) indicators: affective commitment, continuance commitment, and normative commitment; while the professional development questionnaire was modified from the research of Ayyoobi, Pourshafei, and Asgari (2016) with eight indicators: thematic knowledge, learning environment, cooperation, educational technology, research-based, educational planning, evaluation, and development of human resources. Additionally, the quality of work life questionnaire was based on the work of Swamy, Nanjundeswaraswamy, and Rashmi (2015) with nine indicators: work environment, organization culture and climate, relation and co-operation, training and development, compensation and rewards, facilities, job satisfaction and job security, autonomy of work, and adequacy of resources. Moreover, the work engagement questionnaire was based on Johnson's (2021) research, with indicators of cognitive engagement, emotional engagement, and social engagement for students and colleagues. Finally, the work values questionnaire is based on the research of Dhanasarnsilp (2005), which consists of six (6) domains: social status of the job, activity preference, upward striving, attitude toward earnings, pride in work, and job involvement.

The ranges used to interpret the means of organizational commitment, professional development, quality of work life, work engagement, and work values are as follows: 4.20–5.00 is very high and means that it is always clear; 3.40–4.19 is high and means that it is often clear; 2.60–3.39 is moderate and means that it is sometimes clear; 1.80–2.59 is low and means that it is rarely clear; and finally, 1.00–1.79 is very low and means that organizational commitment is never clear among public schools.

The following criteria were used to assess model fit: a Chi-Square to Degrees of Freedom ratio between 0 and 2 (Kline, 2016; Marsh & Hocevar, 1985); and the corresponding p-value greater than 0.05 (Joreskog & Sorbom, 1996); Normed Fit Index (NFI), Tucker-Lewis Index (TLI), Comparative Fit Index (CFI) (West et. al., 2012; Fan et. al., 1999), and Goodness of Fit Index (GFI) (Tabachnick & Fidell, 2007), must exceed a value of 0.95. Root Mean Square Error of Approximation (RMSEA) below 0.05 (MacCallum, Browne, & Sugawara, 1996); and P of Close Fit (PClose) greater than 0.05 (Kim et al., 2016).

Design and Procedure

A quantitative, descriptive-correlational research design was used in this study and applied structural equation modeling to analyze the data. Quantitative research employs mathematical models and statistical methods to generate numerical results, offering an objective way to examine phenomena and identify the underlying causes and mechanisms of change (Aspers & Corte, 2019). The main objective of this study was to develop an optimal model of organizational commitment among teachers in public schools.

The study employed a descriptive-correlational methodology, which allows for the examination of relationships between variables without establishing causation (Quaranta, 2017). In this context, the descriptive aspect focused on assessing organizational commitment in public schools, alongside professional development, quality of work life, work engagement, and work values. Meanwhile, the correlational component analyzed how the exogenous variables relate to the endogenous variable, providing a comprehensive understanding of their interconnections.

Structural Equation Modeling (SEM) was applied in this study to build a model that best represents the relationships among the variables. The process began with a theoretical model, which was then refined to align closely with the observed data. SEM is a statistical approach widely used in social research because it can uncover hidden constructs, account for errors in measurement, and examine both direct and indirect connections between multiple variables. This makes it especially effective for analyzing complex relationships in academic studies.

The first step in collecting data for this study was obtaining approval from the University of Mindanao Ethics Review Committee (UMERC) on February 13, 2025. The survey questionnaires were finalized between February and March 2025. A request letter, signed by the dean, was submitted to the DepEd Regional Director, and approved letters were attached to the correspondence sent to the Superintendents of the eleven Divisions in DepEd Region XI. A schedule for distributing and collecting the questionnaires was also established, with data collection planned from March to April 2025.

In March 2025, the researcher simultaneously administered the questionnaires in various schools across the DepEd Divisions of the regions, specifically from Davao Occidental, Davao del Sur, Digos City, Davao City, Davao del Norte, with Tagum City, Davao de Oro, and Davao Oriental. Additionally, the survey link was circulated among the researcher's friends, colleagues, and acquaintances to gather more responses. The collected data were carefully organized, reviewed, and analyzed while ensuring confidentiality, using appropriate statistical tools.

The Mean was used to assess organizational commitment in public schools, professional development, quality of work life, work engagement, and work values. The Pearson Product–Moment Correlation or Pearson r was used to analyze naturally distributed data with a normal bivariate distribution (Schober, Boer, & Schwarte, 2018). This allowed the study to examine the relationships between the endogenous and exogenous variables. Additionally, Structural Equation Modeling (Maximum Likelihood), which integrates the features of multiple regression and factor analysis, was employed to estimate a series of interrelated dependencies simultaneously (Thakkar & Thakkar, 2020). This was also used to test the proposed model and find the best-fit model of organizational commitment in public schools.

Consequently, the emphasis on ethical behavior has grown and become increasingly important as society demands greater responsibility. In addition to selecting appropriate research methods, addressing the ethical considerations outlined in UMERC Form 2.2 was a key priority throughout the research process. This paper underwent an ethics review and was found to comply with the Data Privacy Act of 2012, ensuring voluntary participation, confidentiality, and data security, by the University of Mindanao Ethics Review Committee (UMERC) panel of experts, which determined it to be compliant with the university's minimum research ethics standards. The researcher was granted a certificate of approval under UMERC Protocol Number 2024-498, along with proof of compliance. To avoid plagiarism, the study used plagiarism-detection tools, such as Turnitin, with a similarity index below 15% to ensure that no one would portray the work of others as the researcher's own. Regarding authorship, the researcher, a graduate of the Master of Arts in Education Major in Educational Management who is currently pursuing a Doctorate in Educational Management, will undergo content revisions based on recommendations from his adviser, who will also serve as a co-author in this study.

3. RESULTS AND DISCUSSION

The data and findings presented here are based on the responses of public-school teachers in Region XI regarding their organizational commitment, professional development, quality of work life, work engagement, and work values. The discussions are organized into subheadings that cover the following topics: level of professional development, level of quality of work life, level of work engagement, level of work values, and level of organizational commitment. This section also discusses the best-fit structural model and examines the relationships between professional development, quality of work life, work engagement, and work values with organizational commitment.

Level of Professional Development

Depicted in Table 1 is the level of professional development among public school teachers in Region XI. The overall mean score is 4.29 with a standard deviation of 0.379, indicating a *very high* level. This means that professional development is always observed among public school teachers. Specifically, the mean ratings of the indicators of professional development are disclosed as follows: learning environment and cooperation obtained the highest mean rating of 4.43 or *very high*; *thematic knowledge* with a mean of 4.34 or *very high*; *educational technology* with a mean of 4.33 or *very high*; *educational planning* with a mean of 4.30 or *very high*; *development of human resources* with a mean of 4.29 or *very high*; *evaluation* has a mean rating of 4.27 or *very high*; and *research-based* has obtained the lowest mean of 3.96 described as *high*.

Table 1: Level of Professional Development

Indicators	SD	Mean	D.E.
Thematic Knowledge	0.585	4.34	Very High
Learning Environment	0.531	4.43	Very High
Cooperation	0.481	4.43	Very High
Educational Technology	0.456	4.33	Very High
Research Based	0.592	3.96	High
Educational Planning	0.531	4.30	Very High
Evaluation	0.525	4.27	Very High
Development of Human Resources	0.512	4.29	Very High
Overall	**0.379**	**4.29**	**Very High**

The very high overall response rate among public-school teachers indicates that the domain of professional development is always evident. Teachers actively employ learning and educational strategies tailored to student needs, demonstrating a strong commitment to effective instruction. They consistently acknowledged that cultivating a suitable classroom environment plays a vital role in enhancing student learning outcomes. In addition, teachers affirmed their efforts to stay updated on student progress and to collaborate with colleagues, reflecting a culture of professional cooperation. The use of appropriate teaching aids was also evident, supporting improved instructional delivery. However, it was noted that teachers only moderately engage in investigation and research activities, suggesting an area for further development. In terms of planning, teachers indicated that they rely on their teaching experience to refine and improve student learning. They also asserted the importance of using varied evaluation approaches to support educational advancement. Teachers emphasized their attentiveness to individual differences, underscoring their commitment to inclusive and responsive teaching practices.

The findings of the study are congruent with the study of Pacapat and Escarlos (2023), which revealed that teachers with higher organizational commitment demonstrate greater teaching competence. This supports the present finding that teachers actively employ varied instructional strategies and evaluation methods. Similarly, Amemasor et al. (2025) emphasized that structured professional development programs strengthen teachers' competencies and instructional practices, aligning with the observed culture of collaboration and continuous instructional improvement. Moreover, Bowman et al. (2022) highlighted that professional development enhances instructional strategies, thereby positively influencing student learning outcomes, reinforcing teachers' evident commitment to effective and responsive teaching practices. This study was also crucial for implementing future policies to expand the teachers' professional development program. All government-provided plans can be fully utilized if teachers have a comprehensive awareness of the factors affecting their organizational commitment.

Level of Quality of Work Life

Shown in Table 2 is the level of quality of work life, with indicators: work environment, organizational culture and climate, relations and co-operation, training and development, compensation and rewards, facilities, job satisfaction and job security, autonomy of work, and adequacy of resources. It had an overall mean score of 4.11 and a standard deviation of 0.410, both of which are *high*. This means that the attributes of quality of work life were always evident. Among the nine indicators of quality of work life, organizational culture and climate had the highest mean score of 4.25, with a standard deviation of 0.493, which is described as *very high*. Followed by work environment and relation and co-operation, with 4.23 and 4.22 mean scores and a standard deviation of 0.481 and 0.577, respectively, which are described as *very high.* Conversely, facilities achieved the lowest mean score of 3.94, with a standard deviation of 0.634, which is considered *high*.

Table 2: Level of Quality of Work Life

Indicators	SD	Mean	D.E.
Work Environment	0.481	4.23	Very High
Organization culture and climate	0.493	4.25	Very High
Relation and co-operation	0.577	4.22	Very High
Training and Development	0.647	4.05	High

Compensation and Rewards	0.605	4.13	High
Facilities	0.634	3.94	High
Job Satisfaction and Job Security	0.565	4.17	High
Autonomy of Work	0.589	4.07	High
Adequacy of Resources	0.627	3.96	High
Overall	0.410	4.11	High

These results imply that the teachers at the school perceive good working conditions, which contribute to a positive, productive environment. They cooperate among all departments to achieve common goals, fostering a culture of collaboration. A harmonious relationship with colleagues further enhances workplace morale. To support professional growth, training programs are provided to help teachers acquire the necessary skills for effective job performance. Promotions are handled fairly by their superiors, reinforcing trust and transparency. In addition, teachers receive good fringe benefits and are supported by a strong employees' union that protects their interests. Their roles allow them to utilize their skills and abilities meaningfully, and they are equipped with adequate resources to facilitate optimal performance.

The results parallel those of Membredo and Guhao (2022) and Rahimi et al. (2024), who emphasized that teachers working in positive environments with fair pay and sufficient resources are more motivated and involved. This backs up what we found: a productive school environment is one with good working conditions, fair benefits, and sufficient support from the school. Eledio and Ocay (2024) also found that a high quality of work life makes people happier at work and boosts morale, which aligns with the friendly relationships and collaborative culture among teachers. Prayudi et al. (2024) also pointed out that teachers who feel more connected to their organization are more likely to engage in professional learning. This shows how important training opportunities are for continuing professional growth. Therefore, the above discussion inclines with Blau's Social Exchange Theory, (1964), perspective, favorable working conditions may encourage reciprocal loyalty and commitment. The consistent high ratings across QWL indicators suggest that teachers experience psychological and structural support, which theoretically strengthens organizational attachment.

Level of Work Engagement

Shown in Table 3 is the results of work engagement among public school teachers highlighting various indicators: cognitive engagement, emotional engagement, social engagement with students, and social engagement with colleagues. The results showed an overall mean of 4.25 and an average standard deviation of 0.484, interpreted as *very high*, implying that work engagement is always evident among public school teachers. Specifically, social engagement with students got the highest mean of 4.28 or a *very high* level with a 0.585 standard deviation. The social engagement with colleagues has the lowest mean of 4.21, with a 0.567 standard deviation, implying a *very high-level* rating.

Table 3: Level of Work Engagement

Indicators	SD	Mean	D.E.
Cognitive Engagement	0.615	4.25	Very High
Emotional Engagement	0.624	4.25	Very High
Social Engagement: Students	0.585	4.28	Very High
Social Engagement: Colleagues	0.567	4.21	Very High
Overall	**0.484**	**4.25**	**Very High**

Teachers often try their best to perform well while teaching, driven by a deep sense of responsibility and commitment to their students' learning. As they engage in the classroom, many feel genuinely happy while teaching, finding joy in the process of sharing knowledge and witnessing student growth. Their empathy towards students allows them to connect meaningfully, understand individual needs, and foster a supportive learning environment. Beyond the classroom, they also value the relationships they build with colleagues, recognizing that collaboration and mutual respect foster a thriving educational community.

This is consistent with the claims made by Nabhan & Munajat (2023); Mazzetti & Schaufeli (2022) emphasized that engaged teachers—characterized by vigor, dedication, and absorption are more likely to remain in their schools and contribute to long-term goals. Songcog and Guhao Jr. (2020) further emphasized that engaged teachers are more inclined

to stay and support institutional objectives, while Paulík (2020) cautioned that disengagement leads to frustration, poor performance, and negative effects on colleagues. Teachers who demonstrate empathy are better able to understand students' emotions and perspectives, which strengthens teacher–student relationships and promotes a more supportive classroom environment (Wang et al., 2025). Work engagement, defined as excitement, concentration, and absorption in work activities, is another essential factor that influences teachers' level of commitment.

Level of Work Values

Table 4 presents the evaluation of the level of work values, which was measured through job social status, activity preference, upward striving, attitude towards earnings, pride in work, and job involvement. It acquired a 4.17 overall mean and 0.442 standard deviation, with an interpretive rating of *high*, which entails that the work values of public-school teachers are high and oftentimes evident. Meanwhile, the *highest* mean was recorded in activity preference, obtained at 4.25 with a standard deviation of 0.591. On the contrary, the social status of the job obtained 4.08 as the mean and 0.700 as the standard deviation, recorded as the lowest among all indicators. All standard deviations are below 1.00, indicating consistency in the responses among the study's respondents.

Table 4: Level of Work Values

Indicators	SD	Mean	D.E.
Social Status of the Job	0.700	4.08	High
Activity Preference	0.591	4.25	Very High
Upward Striving	0.600	4.16	High
Attitude toward Earnings	0.631	4.12	High
Pride-in-work	0.523	4.20	Very High
Job Involvement	0.556	4.19	High
Overall	**0.442**	**4.17**	**High**

The result demonstrated that cultivating and sustaining positive work values markedly improved the professional satisfaction and performance of public school teachers. Many people start out by choosing a job that pays the most because they think that financial stability will earn them respect from their family. However, their sense of purpose often grows over time. They let themselves stay productive all day, which makes the work feel rewarding and fulfilling, in addition to the money. As they get better at their jobs, they start to see each task as a chance to grow both professionally and personally. This evolving mindset fosters a genuine sense of pride in one's work, rooted not only in achievement but also in meaningful contribution. Such pride often manifests in actions that strengthen the workplace community—for instance, taking an interest in helping a new teacher learn the job. This act of mentorship reflects both a commitment to collective growth and the internalization of positive work values that sustain long-term engagement and satisfaction.

The findings are coherent with the study of Arsenal, Narciso, Rama and Tabigue (2021) which showed that intrinsic work values and extrinsic work values have a significant relationship with organizational commitment among employees. Work values are essential guiding principles that influence teachers' behaviors, attitudes, and decisions in the workplace, shaping their professional identity and commitment to organizational goals, Pellogo and Guhao (2024). Venida (2021) further highlights that teachers value personal skills development, professional growth, and collaboration in the workplace, which positively affect their motivation, satisfaction, and performance. Besides, Muir et al. (2021) also say that teachers feel very proud of their work, especially when they see how it affects students' lives in a good way. Hudson (2021) also emphasizes the significance of mentoring, highlighting that mentors frequently exceed formal obligations to offer new educators emotional support, instructional direction, and pragmatic strategies that enhance professional development and teaching effectiveness. Work values as a crucial contributor to organizational commitment, teachers incorporate both personal beliefs and motives. A stronger level of dedication can be seen among teachers whose professional values are aligned with the vision and objectives of the schools in which they work.

Level of Organizational Commitment

Depicted in Table 5 demonstrate the levels of the organizational commitment among public school teachers relating to affective commitment, continuance commitment and normative commitment. Organizational commitment had an overall mean of 4.23 and a standard deviation of 0.478. Signifying a *very high* level, which is always evident among teachers.

Table 5: Level of Organizational Commitment

Indicators	SD	Mean	D.E.
Affective Commitment	0.571	4.31	Very High
Continuance Commitment	0.576	4.20	Very High
Normative Commitment	0.553	4.18	High
Overall	**0.478**	**4.23**	**Very High**

This result implies that teachers consistently exhibit strong organizational skills to remain with their schools. The consistently high scores suggest that teachers feel deeply connected to their institutions, value their roles, and perceive their presence as essential to their professional and moral responsibilities. This level of commitment can lead to increased job satisfaction, reduced turnover intentions, and a more stable, motivated workforce, ultimately benefiting the school system's overall performance.

This aligns with the perspective of Pacapat and Escarlos (2023), who showed that teachers with higher organizational commitment tend to demonstrate greater teaching competence. It is typically regarded as a three-dimensional construct comprising affective, continuance, and normative commitment (Pandya, 2025). Alipio (2020) also said that lower commitment creates problems that make schools less effective, make teachers less successful in their jobs, or cause them to leave the profession. Cadiong (2024) also found that teachers with high commitment scores show leadership, competence, and dedication. This shows that they feel they belong at their schools and that their presence is important to both the institution's growth and students' success.

Relationship Between Professional Development and Organizational Commitment Among Public School Teachers

Table 6 presents the findings of the study of the relationship between professional development and organizational commitment among public school teachers in Region XI. The overall computed r-value is 0.347, and the p-value is less than 0.05. Therefore, it is significant. The results disclose that there is a strong link between professional development and organizational commitment. This means that the null hypothesis was rejected.

Table 6: Significance of the Relationship between Levels of Professional Development and Organizational Commitment

Professional Development	Organizational Commitment			
	Affective Commitment	Continuance Commitment	Normative Commitment	Overall
Thematic Knowledge	.158* (0.002)	.132* (0.008)	.185* (0.000)	.187* (0.000)
Learning Environment	.277* (0.000)	.176* (0.000)	.347* (0.000)	.276* (0.000)
Cooperation	.279* (0.000)	.214* (0.000)	.221* (0.000)	.282* (0.000)
Educational Technology	.225* (0.000)	.132* (0.008)	.160* (0.001)	.204* (0.000)
Research Based	.154* (0.002)	.193* (0.000)	.238* (0.000)	.231* (0.000)
Educational Planning	.277* (0.000)	.061 (0.226)	.249* (0.000)	.231* (0.000)
Evaluation	.363* (0.000)	.143* (0.003)	.275* (0.000)	.309* (0.000)
Development of Human Resources	.338* (0.000)	.113* (0.023)	.274* (0.000)	.286* (0.000)
Overall	.356* (0.000)	.203* (0.000)	.322* (0.000)	.347* (0.000)

*Significant at 0.05 significance level.

Furthermore, the evaluated results showed that all indicators of professional development namely: *thematic knowledge, learning environment, cooperation, educational technology, research based, educational planning, evaluation, and development of human resources* illustrated a substantial correlation with organizational commitment with its domains, *affective, continuance, and normative commitment*.

The results were parallel with the study by Prayudi et al. (2024), which found a statistically significant positive link between organizational commitment and professional development. This means that teachers who feel more connected to their schools are also more likely to pursue professional learning. Similarly, Peñaflor (2024) reported that participation in faculty development programs significantly increased organizational commitment. These findings highlight that professional development strengthens commitment, engagement, performance, and retention among employees. Also, teachers who are very committed to their jobs tend to be better at teaching because they want to keep learning, get better at their jobs, and use effective teaching methods to meet the needs of all their students (Pacapat and Escarlos, 2023).

Relationship Between Quality of Work Life and Organizational Commitment Among Public School Teachers

Table 7 shows the assessment findings on the relationship between quality of work life and organizational commitment. The findings indicate an overall r-value of 0.412 and a p-value less than 0.05, which discloses a significant connection or relationship between quality of work life and organizational commitment among public school teachers. Results also indicate affective commitment with r-value of 0.338 and p-value less than 0.05, continuance commitment with r-value of 0.368 and p-value less than 0.05, and normative commitment with r-value of 0.335 and p-value less than 0.05.

Table 7: Significance of the Relationship between Levels of Quality of Work Life and Organizational Commitment

Quality of Work Life	Organizational Commitment			
	Affective Commitment	Continuance Commitment	Normative Commitment	Overall
Work Environment	.265* (0.000)	.333* (0.000)	.334* (0.000)	.368* (0.000)
Organization culture and climate	.199* (0.000)	.218* (0.000)	.172* (0.001)	.233* (0.000)
Relation and co-operation	.316* (0.000)	.198* (0.000)	.232* (0.000)	.295* (0.000)
Training and Development	.186* (0.000)	.239* (0.000)	.246* (0.000)	.266* (0.000)
Compensation and Rewards	.246* (0.000)	.234* (0.000)	.237* (0.000)	.284* (0.000)
Facilities	.169* (0.001)	.219* (0.000)	.161* (0.000)	.218* (0.000)
Job Satisfaction and Job Security	.298* (0.000)	.297* (0.000)	.219* (0.000)	.322* (0.000)
Autonomy of Work	.242* (0.000)	.356* (0.000)	.298* (0.000)	.354* (0.000)
Adequacy of Resources	.248* (0.000)	.264* (0.000)	.245* (0.000)	.299* (0.000)
Overall	.338* (0.000)	.368* (0.000)	.335* (0.000)	.412* (0.000)

*Significant at 0.05 significance level.

The results of the study were consistent with Abebe and Assemie's (2023) study that organizational commitment was positively correlated with the quality of work life among teachers. Quality of work life is a crucial factor that enhances employees' job satisfaction, motivation, and organizational commitment, enabling them to perform effectively and remain engaged in their profession (Membredo & Guhao, 2022). Furthermore, research indicates that teachers with higher QWL exhibit greater psychological empowerment and embrace stronger growth mindsets about their teaching abilities, leading to increased innovation in their teaching practices (Rahimi et al., 2024).

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Relationship Between Work Engagement and Organizational Commitment Among Public School Teachers

Table 8 presents the results of the test examining the link between work engagement and organizational commitment among public school teachers in Region XI. The analysis revealed a significant correlation, indicated by an r-value of 0.323 and a p-value below 0.05.

The results indicate a substantial correlation between work engagement and organizational commitment among public school teachers, resulting in the rejection of the null hypothesis. There was a positive correlation between work engagement and organizational commitment. For example, cognitive engagement had an R-value of 0.211, emotional engagement had an R-value of 0.296, social engagement with students had an R-value of 0.251, and social engagement with colleagues had an R-value of 0.289. All indicators show a strong link to organizational commitment, as shown by their p-values, which are less than 0.05.

Table 8: Significance on the Relationship between Levels of Work Engagement and Organizational Commitment

Work Engagement	Organizational Commitment			
	Affective Commitment	Continuance Commitment	Normative Commitment	Overall
Cognitive Engagement	.213* (0.000)	.112* (0.025)	.211* (0.000)	.211* (0.000)
Emotional Engagement	.228* (0.000)	.236* (0.000)	.284* (0.000)	.296* (0.000)
Social Engagement: Students	.302* (0.000)	.110* (0.028)	.225* (0.000)	.251* (0.000)
Social Engagement: Colleagues	.324* (0.000)	.176* (0.000)	.231* (0.000)	.289* (0.000)
Overall	.328* (0.000)	.196* (0.000)	.294* (0.000)	.323* (0.000)

*Significant at 0.05 significance level.

This aligns with the concept explored by Madijanon and Apostol (2023), which investigated its impact on the correlation between work environment and the engagement of public elementary school educators in Davao Oriental, Philippines. Their research demonstrated that a positive work environment substantially affected organizational commitment, subsequently increasing teacher engagement. This underscores the essential function of conducive work environments in promoting both commitment and engagement among educators. The mediating function of organizational commitment in the correlation between emotional labor and work engagement among educators in Turkey.

Moreover, emotional labor had a positive effect on both organizational commitment and work engagement. Additionally, organizational commitment functioned as a mediator, amplifying the effect of emotional labor on work engagement. This highlights the significance of emotional dynamics in the workplace and their impact on teacher engagement (Sezen-Gultekin et al. (2021).

Relationship Between Work Values and Organizational Commitment Among Public School Teachers

Table 9 presents the correlation coefficients examining the relationship between various dimensions of Work Values and Organizational Commitment. All associations were statistically significant at the $p < .001$ level. Specifically, Job Involvement showed the strongest positive correlation with overall organizational Commitment ($r = 0.495$), followed by Pride-in-Work with affective commitment ($r = 0.470$) and Upward Striving with normative commitment ($r = 0.416$). Activity Preference had the strongest link to affective commitment, with an r-value of 0.426. Social Status of the Job, on the other hand, had moderate links to all commitment dimensions, with an r-value of 0.396. The overall Work Values composite showed moderate to strong relationships with affective ($r = 0.476$), continuance ($r = 0.439$), normative ($r = 0.508$), and overall Organizational Commitment ($r = 0.562$).

Several studies have substantiated the significant relationship between work values and organizational commitment. In a study by Ababneh, Masadeh, Al-Gasawneh, and Al-Adamat (2022), a meta-analytic review found that intrinsic work values, including job involvement and pride in one's work, positively influence both affective and normative commitment.

Table 9: Significance on the Relationship between Levels of Work Values and Organizational Commitment

Work Values	Organizational Commitment			
	Affective Commitment	Continuance Commitment	Normative Commitment	Overall
Social Status of the Job	.301*	.336*	.396*	.408*
	(0.000)	(0.000)	(0.000)	(0.000)
Activity Preference	.426*	.222*	.338*	.389*
	(0.000)	(0.000)	(0.000)	(0.000)
Upward Striving	.319*	.354*	.416*	.430*
	(0.000)	(0.000)	(0.000)	(0.000)
Attitude toward Earnings	.245*	.252*	.307*	.317*
	(0.0000	(0.000)	(0.000)	(0.000)
Pride-in-work	.470*	.336*	.351*	.457*
	(0.000)	(0.000)	(0.000)	(0.000)
Job Involvement	.369*	.451*	.436*	.495*
	(0.000)	(0.000)	(0.000)	(0.000)
Overall	.476*	.439*	.508*	.562*
	(0.000)	(0.000)	(0.000)	(0.000)

Significant at a 0.05 significance level.

This aligns with the observed strong correlation between job involvement and overall organizational commitment in the present study.

Moreover, Choi, Tran, and Kang (2023) highlighted that when employees' work values align with organizational goals, it fosters higher levels of affective, continuance, and normative commitment over time. The significant correlations observed between the composite Work Values and all forms of organizational commitment in the present study further reinforce this conclusion.

Best Fit Model on Organizational Commitment

Modifications were necessary to achieve a good fit between the data and the original model shown in Figure 2, leading to the development of three alternative models, from which the best-fit model was selected based on all fit indices remaining within their acceptable ranges. The Chi-Square Value divided by the Degrees of Freedom should be between 0 and 2, and the P-value that goes with it should be greater than 0.05. The Root Mean Square Error Approximation value needs to be less than 0.05, and the P-close value needs to be more than 0.05. The Normed Fit Index, the Tucker-Lewis Index, the Comparative Fit Index, and the Goodness of Fit Index must all be higher than 0.95.

Generated Model 1, Figure 2 shows the relationship of exogenous variables namely: Professional Development (PD), Quality of Work Life (QWL), Work Engagement (WorkEng) and Work Values (WV) and endogenous variable Organizational Commitment (OC). The interrelationships of the exogenous variables: professional development with its eight indicators namely: thematic knowledge, learning environment, cooperation, educational technology, research based, educational planning, evaluation, and development of human resources; quality of work life with its nine domains specifically: work environment, organization culture and climate, relation and co-operation, training and development, compensation and rewards, facilities, job satisfaction and job security, autonomy of work, and adequacy of resources; work engagement comprises the following four (4) indicators which are the cognitive engagement, emotional engagement, social engagement for students, and social engagement for colleagues; and work values with social status of the job, activity preference, upward striving, attitude toward earnings, pride in work, and job involvement, indicators; and their direct causal relationship on the endogenous variable organizational commitment having three indicators namely: affective commitment, continuance commitment, and normative commitment.

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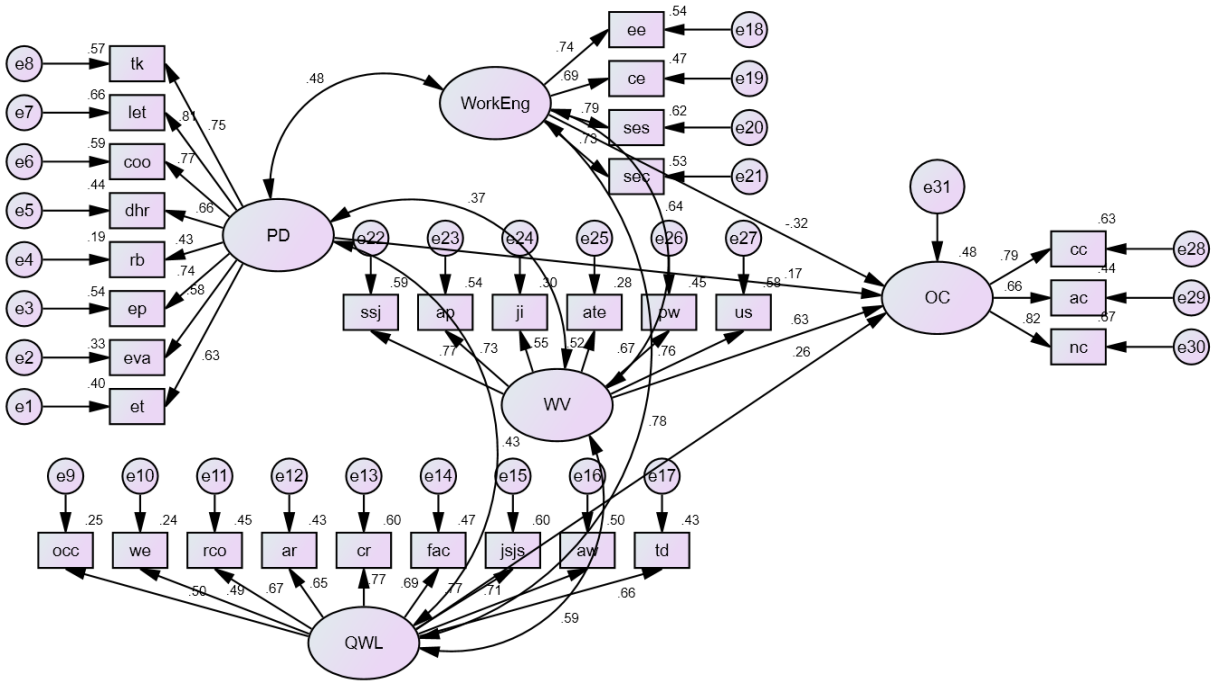

Figure 2. Structural Equation Model 1 in Standardized Solution

Legend:

tk – Thematic Knowledge
let – Learning Environment
coo – Cooperation
et – Educational Technology
rb – Research Based
ep – Educational Planning
eva – Evaluation
dhr – Development of Human Resources
PD – Professional Development

we – Work Environment
occ – Organization Culture and Climate
rco –Relation and Co-operation
td – Training and Development
cr – Compensation and Rewards
fac – Facilities
jsjs –Job Satisfaction and Job Security
aw – Autonomy of Work
ar – Adequacy of Resources
QWL – Quality of Work Life

ce – Cognitive Engagement
ee – Emotional Engagement
ses – Social Engagement: Students
sec – Social Engagement: Colleagues
WorkEng – Work Engagement

ssj – Social Status of the Job
ap – Activity Preference
us – Upward Striving
ate – Attitude towards Earning
pw – Pride-in-Work
ji – Job Involvement
WV – Work Values

ac – Affective Commitment
cc – Continuance Commitment
nc – Normative Commitment
OC – Organizational Commitment

The model's findings demonstrate a clear structural linkage between the exogenous variables (PD, QWL, WorkEng, and WV) and the endogenous variable, Organizational Commitment. As shown in Table 10, none of the indices met the allowed thresholds; thus, the fit was poor.

Table 10: Goodness of Fit Measures of Structural Equation Model 1

INDEX	CRITERION	MODEL FIT VALUE
P-Close	**> 0.05**	.000
CMIN/DF	**0 < value < 2**	4.408
P-value	**> 0.05**	.000
GFI	**> 0.95**	.771
CFI	**> 0.95**	.783
NFI	**> 0.95**	.737
TLI	**> 0.95**	.761
RMSEA	**< 0.05**	.092

Legend:

CMIN/DF - Chi-Square/Degrees of Freedom
NFI - Normed Fit Index
TLI - Tucker-Lewis Index
CFI - Comparative Fit Index
GFI - Goodness of Fit Index
RMSEA - Root Means Square of Error Approximation
Pclose - P of Close Fit
P-value - Probability Level

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Table 10 shows the Goodness-of-Fit Measurements for Structural Equation Model (SEM) 1. These are important for assessing how well the model matches the observed data. The first measure, P-Close (P of Close Fit), has a value of 0.000, which is much lower than the desired value of 0.05. This means that the model doesn't fit well. The CMIN/DF (Chi-Square/Degrees of Freedom) value is 4.408, which is higher than the suggested range of 0 to 2. This means the model might be overly complicated or poorly defined. The P-value of 0.000 also indicates a significant difference between the model and the data. This is not what we expected, since an ideal fit would have a P-value greater than 0.05.

The Goodness-of-Fit Index (GFI) and Comparative Fit Index (CFI) are .771 and .783, respectively, and are not close to the ideal 0.95, indicating that the model does not fit the data well. The Normed Fit Index (NFI) and the Tucker-Lewis Index (TLI), which are .737 and .761, respectively, are likewise below the suggested value of 0.95. This means that the model does not fit well. The Root Mean Square Error of Approximation (RMSEA) is 0.092, which exceeds the 0.05 level and is considered acceptable.

The study by Schermelleh-Engel, Moosbrugger, and Müller (2003) found that all indices indicated the model did not adequately fit the data, as the results exceeded the required level of significance, indicating poor model fit. These results indicate that the model doesn't accurately represent the data, raising serious concerns about its statistical validity and fit (Peugh & Feldon, 2020).

Generated Model 2, Figure 3 presents the goodness-of-fit indices for Structural Equation Model 2. It shows the interrelationships among the exogenous variables after the removal of indicators with low values. The figure also shows the retained indicators; wherein professional development is represented by two remaining indicators: thematic knowledge and educational technology. The nine indicators of quality of work life were cut down to six: organization culture and climate, relations and cooperation, adequacy of resources, facilities, job satisfaction and job security, and training and development. There are still two signs of work engagement: emotional engagement and social engagement with coworkers. The four remaining indicators of work values are social status of the job, job involvement, pride-in-work, and upward striving. These indicators show how they relate to the endogenous variable, organizational commitment.

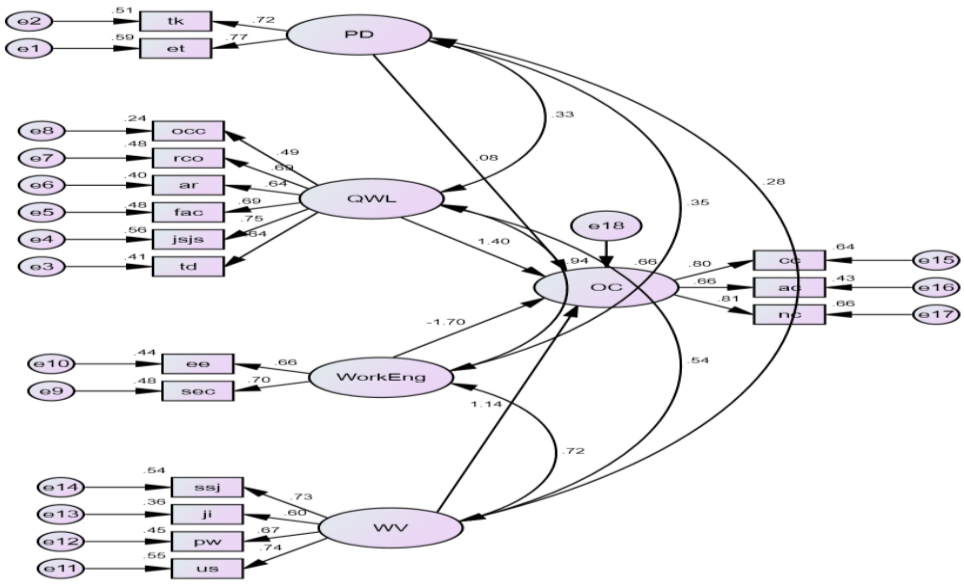

Figure 3. Structural Equation Model 2 in Standardized Solution

Legend:

tk – Thematic Knowledge
et – Educational Technology
PD – Professional Development

we – Work Environment
occ – Organization Culture and Climate
rco –Relation and Co-operation
ar – Adequacy of Resources
fac – Facilities
jsjs –Job Satisfaction and Job Security
td – Training and Development
QWL – Quality of Work Life

ee – Emotional Engagement
sec – Social Engagement: Colleagues
WorkEng – Work Engagement

ssj – Social Status of the Job
ji – Job Involvement
pw – Pride-in-Work
us – Upward Striving
WV – Work Values

cc – Continuance Commitment
ac – Affective Commitment
nc – Normative Commitment
OC – Organizational Commitment

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Also, the big difference between the two models was shown in model 2, where the CFI increased from .913 up to .960 (which is not acceptable), the CMIN/DF went from 4.510 to 3.703, the GFI went from .800 to .891, the NFI went from .891 to .947, the TLI went from .899 to 948, and the RSMEA went from .108 to .095. The P-value is the same in both models, which is .000.

The model was not considered suitable, even though the CFI met the required standard, because the other seven (7) criteria did not meet the required value, as shown in Table 11. Thus, model 2 was a poor fit.

Table 11: Goodness of Fit Measures of Structural Equation Model 2

INDEX	CRITERION	MODEL FIT VALUE
P-Close	**> 0.05**	.001
CMIN/DF	**0 < value < 2**	2.808
P-value	**> 0.05**	.000
GFI	**> 0.95**	.917
CFI	**> 0.95**	.920
NFI	**> 0.95**	.882
TLI	**> 0.95**	.900
RMSEA	**< 0.05**	.067

Legend:

CMIN/DF	-	Chi-Square/Degrees of Freedom	**GFI**	-	Goodness of Fit Index
NFI	-	Normed Fit Index	**RMSEA**	-	Root Means Square of Error Approximation
TLI	-	Tucker-Lewis Index	**Pclose**	-	P of Close Fit
CFI	-	Comparative Fit Index	**P-value**	-	Probability Level

Generated Model 3, Figure 4 displays the interrelationships among the exogenous variables: professional development, quality of work life, work engagement, and work values, as well as their causal relationship with the endogenous variable organizational commitment. This model was a revised iteration of Models 1 and 2, which excluded indicators with low values. The structural changes showed that organizational commitment was clearly defined by its two main areas: continuance commitment and normative commitment.

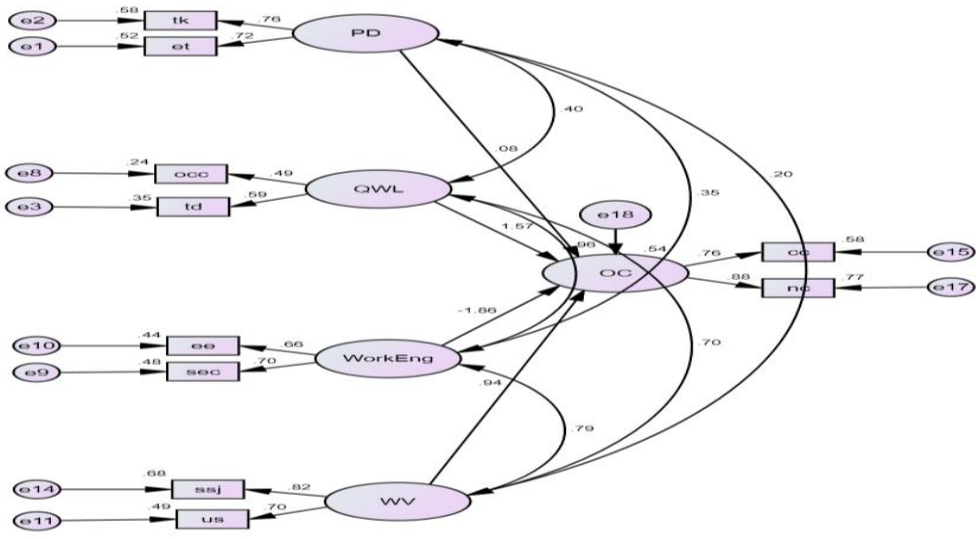

Figure 4. Structural Equation Model 3 in Standardized Solution

Legend:

tk – Thematic Knowledge
et – Educational Technology
PD – Professional Development

occ – Organization Culture and Climate
td – Training and Development
QWL – Quality of Work Life

ee – Emotional Engagement
sec – Social Engagement: Colleagues
WorkEng – Work Engagement

ssj – Social Status of the Job
us – Upward Striving
WV – Work Values

cc – Continuance Commitment
nc – Normative Commitment
OC – Organizational Commitment

On the other hand, the exogenous variable which is professional development was defined by its areas of focus, such as thematic knowledge and educational technology. Quality of work life was defined by its areas of focus, such as organization culture and climate and training and development. Work engagement was defined by its constituent domains, specifically emotional engagement, and social engagement among colleagues. The domains used to measure work values were social status of the job, and upward striving. The endogenous variable which is organizational commitment was defined by its domain – continuance commitment and normative commitment. The interrelationship among professional development, quality of work life, work engagement, work values, and their direct causal relationship to organizational commitment, along with the remaining indicators of thematic knowledge and educational technology. Recent studies confirm that educators participating in focused professional development—especially initiatives that enhance subject mastery and meaningfully incorporate technology—are more inclined to demonstrate heightened organizational commitment and enhanced instructional quality (Asiyah, Wiyono, Hidayah, and Supriyanto, 2021).

The significant enhancement in the indexes was evident in model 3 compared to model 2, including: P-Close, increasing from .000 to .848; CMIN/DF, decreasing from 3.703 to 1.146; P-value, rising from .000 to .311; GFI, improving from .891 to .986; CFI, escalating from .960 to .999; NFI, advancing from .947 to .992; TLI, increasing from .948 to .998; and RMSEA, decreasing from .095 to .022; all of which fall within the acceptable ranges.

Determined in Model 3, the indices that consistently indicate an excellent fit to the data, as all the indices listed conform to each criterion, as illustrated in Table 12. Consequently, there was no need to pursue an alternative testing model, as it had already been established as the optimal fit among the evaluated models. The null hypothesis asserting the absence of a best-fit model was dismissed. It can be asserted that an optimal model exists to predict teacher work engagement in the region. The model clearly shows that professional development, quality of work life, work engagement, and work values are all important factors that can help people stay committed to their jobs. Moreover, the model indicates that, among the eight indicators of professional development, only two emerged as significant predictors of organizational commitment: thematic knowledge and educational technology. His finding is consistent with the study conducted by Mane (2025).

Table 12 shows the fit indices for Structural Equation Model 3. This model fit the data very well. The chi-square statistic was 29.348 with 25 degrees of freedom (p = .250), and the normed chi-square (CMIN/DF) was 1.17, which is well below the ideal level of ≤ 2.0 (Kline, 2016). The model also met or exceeded all the usual standards for good fit. The GFI was .985, the CFI was .996, the TLI was .993, and the NFI was .974, all of which were above the .95 level that is considered an excellent fit (Hu & Bentler, 1999; Hair et al., 2019). Also, the Root Mean Square Error of Approximation (RMSEA) = .021 and p-close = .970 indicate that the model fits very well, meeting the strict cutoffs of RMSEA < .06 and p-close > .05 (Browne & Cudeck, 1993). Overall, these results suggest that SEM 3 provides a simple, logically consistent picture of the data that is much better than the fit indices in SEM 1 and SEM 2.

Table 12: Goodness of Fit Measures of Path Analysis Model 3

INDEX	CRITERION	MODEL FIT VALUE
P-Close	**> 0.05**	.970
CMIN/DF	**0 < value < 2**	1.174
P-value	**> 0.05**	.250
GFI	**> 0.95**	.985
CFI	**> 0.95**	.996
NFI	**> 0.95**	.974
TLI	**> 0.95**	.993
RMSEA	**< 0.05**	.021

Legend:

CMIN/DF	-	Chi-Square/Degrees of Freedom	**GFI**	-	Goodness of Fit Index
NFI	-	Normed Fit Index	**RMSEA**	-	Root Means Square of Error Approximation
TLI	-	Tucker-Lewis Index	**Pclose**	-	P of Close Fit
CFI	-	Comparative Fit Index	**P-value**	-	Probability Level

Table 13 shows the structural regression weights for Structural Equation Model 3. Despite the model's excellent overall fit, the direct effects of the four latent predictors—Professional Development (PD), Quality of Work Life (QWL), Work Engagement (WorkEng), and Work Values (WV)—on Organizational Commitment (OC) were not statistically significant. The relationships from Quality of Work Life (QWL) to Organizational Commitment (OC) (β = .376, p = .707), Work Values

(WV) to OC (β = .936, p = .293), Professional Development (PD) to OC (β = .079, p = .783), and Work Engagement (WorkEng) to OC (β = –.397, p = .691) did not achieve statistical significance at the .05 level. These findings indicate that while these constructs are conceptually pertinent, their impact on OC may be facilitated by unmeasured variables or may function through indirect mechanisms not represented in the model (Hair, Black, Babin, and Anderson, 2019).

Table 13: Estimates of Variable Regression Weights in Structural Equation Model 3

			B	S.E.	C.R.	BETA	P
OC	<---	PD	.104	.378	.276	.079	.783
OC	<---	WorkEng	-1.969	4.956	-.397	-1.858	.691
OC	<---	WV	.710	.676	1.051	.936	.293
OC	<---	QWL	2.880	7.650	.376	1.573	.707
et	<---	PD	1.000			.725	
tk	<---	PD	1.349	.249	5.409	.762	***
occ	<---	QWL	1.000			.486	
td	<---	QWL	1.598	.220	7.265	.592	***
ee	<---	WorkEng	1.000			.662	
sec	<---	WorkEng	.955	.091	10.497	.696	***
ssj	<---	WV	1.000			.824	
us	<---	WV	.724	.061	11.844	.697	***
cc	<---	OC	1.000			.760	
nc	<---	OC	1.108	.105	10.587	.878	***

Chi-square = 29.348

Degrees of freedom =25

Probability level = .250

Nonetheless, the measurement model continued to show strong and statistically significant loadings for the observed indicators ($p < .001$). For PD, Thematic Knowledge (tk; β = .762) was the most salient indicator. For QWL, strong loadings were observed for Job Satisfaction and Security (jsjs; β = .750) and Training and Development (td; β = .592). Work Engagement was reflected through Emotional Engagement (ee; β = .662) and Social Engagement with Colleagues (sec; β = .696). Work Values were effectively measured by Social Status of the Job (ssj; β = .824) and Upward Striving (us; β = .697). As in previous models, OC remained a robust higher-order construct, with Normative Commitment (nc; β = .878) and Continuance Commitment (cc; β = .760) showing particularly strong loadings, consistent with the multidimensional structure proposed by Meyer and Allen (1997). Figure 4 graphically depicts these structural and measurement relationships.

Across the three structural equation models tested, each successive iteration aimed to improve model fit while preserving theoretical integrity. SEM 1 exhibited poor fit (CMIN/DF = 4.41; RMSEA = .092; CFI = .783), but it revealed significant direct effects of Professional Development (PD), Quality of Work Life (QWL), and Work Values (WV) on Organizational Commitment (OC), with WV emerging as the strongest predictor (β = .632, $p < .001$). However, Work Engagement (WorkEng) showed an unexpected significant negative effect on OC (β = –.319, $p = .004$). SEM 2, which attempted to refine structural pathways, showed improved but still marginal fit (CMIN/DF = 2.81; RMSEA = .067; CFI = .920), although none of the predictor paths to OC remained statistically significant. Finally, SEM 3 achieved an excellent fit (CMIN/DF = 1.17; RMSEA = .021; CFI = .996), but, as with SEM 2, it also found no significant direct effects of the four exogenous constructs on OC.

Despite this, all three models consistently demonstrated strong, significant factor loadings across their measurement components, affirming the validity of the latent constructs. These results indicate that although the measurement model is psychometrically robust, the structural paths may necessitate the incorporation of mediating variables or alternative pathways to comprehensively elucidate the dynamics affecting teachers' organizational commitment in the public schools (Hair et al., 2019; Kline, 2016).

This is supported by Demir and Seferoğlu (2021), who found that alignment between teachers' personal values and organizational culture significantly enhances commitment. Their structural equation modeling approach confirmed that work values are a foundational driver of organizational loyalty, especially among educators. Similarly, the influence of Professional Development on commitment aligns with the results of Mugas and Tagadiad (2023), who found that continuous training and development opportunities increase teaching efficacy and job satisfaction, both of which are closely tied to higher organizational commitment. These findings are particularly relevant in public school settings where opportunities for growth directly influence retention and morale. Also, echoed by Setyowati, Riani, and Gustomo (2022), who observed that when teachers experience favorable working conditions—including autonomy, job security, and manageable workloads—they are more likely to remain loyal to their schools.

4. CONCLUSION AND RECOMMENDATION

This research is much more reliable and thorough because it used the structural equation modeling (SEM) approach. This study developed and tested three structural equation models (SEMs) to examine how Professional Development (PD), Quality of Work Life (QWL), Work Engagement (WorkEng), and Work Values (WV) affect Organizational Commitment (OC) among public school teachers. The results showed that the first model (SEM 1) didn't fit well, but they did show that PD, QWL, and WV all had strong direct effects, with WV being the most important positive predictor of OC. Surprisingly, Work Engagement showed a significant negative relationship with OC, suggesting possible role strain or burnout among highly engaged teachers. The second model (SEM 2) improved in fit but lost the significance of direct paths, indicating the potential complexity of mediating or moderating relationships. The final model (SEM 3) demonstrated excellent fit, yet none of the direct paths remained significant, suggesting that OC may be influenced by indirect mechanisms or latent variables not captured in the current framework.

Overall, while the final model met statistical standards, it signaled a shift from direct to possibly mediated or systemic influences on teachers' organizational commitment. Notably, the consistent initial significance of Work Values implies their foundational role in shaping long-term commitment among teachers.

This study affirmed that organizational commitment among teachers could be meaningfully explained through Blau's (1964) Social Exchange Theory, Meyer and Allen's (1991) Three-Component Model, and Rousseau's (1995) Psychological Contract Theory, as each highlighted how supportive practices and reciprocal relationships fostered stronger bonds between educators and their institutions. Consistent organizational support through professional development, training, and career progression promoted trust and loyalty, while affective, continuance, and normative commitment were shaped by emotional attachment, stability, and fairness in the workplace. Likewise, the fulfillment of implicit expectations within the psychological contract reinforced teachers' sense of value, justice, and belonging. Together, these theoretical approaches affirmed that when schools maintained supportive and reciprocal practices, teachers were more likely to remain committed, perform successfully, and sustain long-term dedication to their profession.

In light of the findings, the study recommends that the Department of Education invest in programs that reinforce teachers' work values in alignment with institutional goals, as these values have shown the strongest direct influence on organizational commitment. Moreover, the Department of Education may institutionalize teacher development programs focused on deepening thematic knowledge and pedagogical mastery through subject-specific training, curriculum-aligned content, and seamless integration of educational technology. Strategic initiatives may also be implemented to foster emotional connection and professional collaboration through recognition, autonomy, and values-driven leadership. Institutionalize peer-based models such as LACs, mentoring, and team teaching to build a culture of trust, innovation, and shared purpose. Additionally, reinforcing teacher loyalty through job security, clear career growth pathways, and sustained institutional support. Finally, cultivating a strong sense of professional duty through ethical leadership, pride in service, and alignment of personal values with the mission of public education will help ensure long-term engagement and fulfillment among educators.

For school administrators, it is essential to cultivate a school culture that supports and affirms teachers' intrinsic values and recognizes their contributions, as these practices are closely linked to higher levels of organizational loyalty. And also, it may foster a positive organizational culture built on trust, collaboration, and shared leadership by promoting team teaching, open communication, inclusive decision-making, and strong professional support systems. Moreover, teachers are encouraged to reflect on and align their personal values with institutional objectives in order to deepen their commitment to their schools.

Future researchers are advised to explore the mediating and moderating roles of psychological constructs such as job satisfaction, resilience, and role clarity in the relationships among professional development, quality of work life, work engagement, work values, and organizational commitment. Furthermore, adopting mixed-method approaches may yield richer qualitative insights, particularly in explaining the unexpected negative impact of work engagement on organizational commitment observed in the initial model.

This study also provides empirical evidence that public school teachers in Region XI exhibit robust professional development, quality of work-life, work engagement, and work values, which are associated with elevated organizational commitment. The optimal structural model did not validate direct predictive effects; however, the notable interrelationships among constructs highlight the intricacy of organizational commitment in educational contexts. The results underscore the significance of comprehensive, integrative methodologies in comprehending teacher commitment and propose avenues for subsequent research to elucidate the fundamental mechanisms that perpetuate loyalty and engagement within public educational institutions.

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