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Organizational Commitment, Personality Domains, and Self-Regulations: A Structural Equation Model on Work Engagement among Public Secondary School Teachers

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Abstract: This study identified the best-fit model for work engagement among public secondary school teachers in the Davao Region, Philippines, by examining the influence of organizational commitment, personality domains, and self-regulation. Using a stratified sampling technique, data were collected from 400 teachers and analyzed through Structural Equation Modeling (SEM). A non-experimental, quantitative, descriptive research design was employed, with statistical tools including mean, standard deviation, Pearson product-moment correlation, and SEM. The results revealed that the levels of organizational commitment, personality domains, self-regulation, and work engagement among teachers were all very high. Additionally, while no significant relationship was found between organizational commitment and work engagement or between self-regulation and work engagement, a significant relationship was observed between personality domains and work engagement. Furthermore, the study identified Model 3 as the best fit for explaining work engagement, highlighting the roles of organizational commitment, personality domains, and self-regulation as influenced by academic leaders and educational advocates in fostering work engagement.

Keywords: Organizational commitment, Personality domains, Self-regulations, Structural Equation Model, teachers, Davao Region, Philippines

I. Introduction

If teachers lack of resources, it makes it difficult for them to perform their jobswhich leads to low level performance of students. As matter of fact most school heads experienced disengagements of teachers resulting to the feeling of insecurityand refusal to work with (Monje-Amor, Vázquez, & Faíña, 2020). According to Sudibjo & Riantini (2023) in Total Reward Survey, less than a quarter of working population globally is noted with high engagement, and only around 39% have average work engagement. It was supported by the Global Workplace report that up to 85% are not engaged at work. Compared to that data, what could be the statusas of today with the mere fact that Philippines is currently experiencing pandemic which gave fatalities and educational setbacks.

Specifically, Teachers' Engagement is important amidst diverse challenges teachers front onto their workstations. It has been instituted by several research that teacher engagement is particularly important, as education is carried out moreefficiently by teachers if they are highly engaged in their work. Particularly, it is the emotional, cognitive and social devotion to the profession, and this is demonstrated through vigor, dedication and absorption (Iwal & Arenga, 2024). Several studies have highlighted the relationship between organizational commitment, personality domains, and self-regulation with work engagement. Teachers' personality traits are crucial to their work engagement (Ding et al., 2022;Bakker, 2022). Previous literature has sparked significant interest in work engagement, with the growing recognition of its importance among stakeholders motivating this study. Work engagement is influenced by organizational commitment, as emphasized by Bansal, Bhushan, & Gupta (2020), who suggest that organizational commitment reflects a worker's ability and connection to the organization. Moreover, teachers with higher levels of self-regulation tend to be more productive, while those with lower levels of harmful self-regulation and greater involvement in their work report higher levels of positive emotions (Shu, 2022). Additionally, Wang et al. (2020) also highlight that it reflects attitudes toward the organization's ideals and goals.

However, there is limited information on the integration of the influences of organizational commitment, personality domains, and self-regulation on the work engagement among teachers. While these constructs have been studied individually, few studies explore their combined influence on teacher performance and well-being, nor do they provide actionable insights tailored to contemporary challenges in education. Albrecht and Marty (2020), concentrated on personality, self-efficacy and job resources and their associations with employee engagement,affective commitment and turnover intentions through survey research. Tisu et al. (2020), explored the Personality characteristics, job performance and mental health: the mediating role of work engagement collected data from university students, Hameli et al. (2023), focused on the role of self-efficacy and psychologicalempowerment in explaining the relationship between emotional intelligence and work engagement. Hence, the researcher conducted this study to address this gap to delve into the organizational commitment, personality domains, and self- regulations on work engagement.

Therefore, the researcher intended to answer the following research questions to determine the best fit structural model on work engagement. The study's specific objectives are as follows: to assess the level of organizational commitment of teachers in terms of affective commitment, continuance, commitment, and normative commitment. To ascertain the level of personality domains of teachers in terms of extraversion, agreeableness, conscientiousness, neuroticism, and openness. To evaluate teachers' self-regulations level in goal

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setting, intrinsic interest, performance goal orientation, mastery goal orientation, self-instruction, emotional control, self-evaluation, self-reaction, and help-seeking.

To determine teachers' work engagement level regarding vigor, dedicationand absorption. To determine the significant relationship between organizationalcommitment and teachers' work engagement, personality domains and workengagement of teachers, and self-regulations and work engagement of teachers. To determine which combination of organizational commitment, personalitydomains, and self-regulations significantly influences work engagement.

Lastly, to determine which structural model best fits work engagement. Thefollowing null hypotheses will be tested using the 0.05 level of significance. There is no significant relationship between, organizational commitment and work engagement of teachers, personality domains and work engagement of teachers and self-regulations and work engagement of teachers. The combination oforganizational commitment, personality domains, and self-regulations do not significantly influence work engagement and there is no model that best fit work engagement.

Based on literature, organizational commitment is expressed as the relativeintensity of an individual's affiliation with and participation in a specific organization.It includes the priorities and principles of the organization, but not concrete and observable elements of the work environment. Beyond objectives and principles, nothing is said about what an organization is about that can encourage thecommitment of teachers (Ahad et al., 2021).

Moreover, commitment is identified as a strong belief in and recognition of the goals and values of the organization, a willingness to make substantial efforts on behalf of the organization; and a strong desire to retain organizational membership. From different viewpoints, organizational commitment has been conceptualized (Kawiana et al., 2021). Organizational commitment is taken from the behavioral approach as the production of contribution-sharing processes between administrators and teachers. As cited by Jung, Song, & Yoon (2021), dedication from the psychological approach is seen from the point of view of employee attachment or identification with the organization in which they work.

Meanwhile, affective commitment refers to the firm belief and acceptance of goals and professional values and the will to make considerable efforts to fulfill theprofessional objectives and responsibilities. Along their professional experience, school heads involve themselves in their activity, establishing good relationships with peers and students. The studies prove that the empathy and ability to transpose oneself in another person's situation as if were the other such as teachers' professional trait, develops and strengthens in time and has a vital affective component. Other studies on the teacher's affective abilities confirm that they develop in time, along the teaching profession they turn into steady personalitytraits (Loan, 2020).

Additionally, personality is a stable set of features responsible for the identityof oneself. The aspects of personality are largely beyond our grasp, but our behaviors, perceptions, and beliefs about others are highly influenced, affecting ourbehavior (Anglim et al., 2020). Park & Hess (2020) describes personality traits within an individual as mechanisms and propensities that explain characteristics, thought patterns, emotions, and behavior. Personality captures what individuals are like, and talent captures what individuals can do (Saucier et al., 2020). Personalitycharacteristics in an individual are repeated regularities and patterns. In today's dynamic organizational environment, personal traits are of extreme significance. An unacceptable style of personality also proves dreadful and generates unnecessary organizational pressures and concerns (Anglim et al., 2020).

Moreover, extraversion requires a deep desire for praise, acceptance of culture, rank, and strength. Adjective qualities, being talkative, sociable, passionate,bold, and dominant, are associated with extraversion (Lyon et al., 2021). Extraversion is distinguished by noticeable interaction with the outside world. Extraverts enjoy being around individuals. They are full of energy and optimistic feelings are always witnessed. They seem to be action-oriented, assertive, and energetic and are likely to say yes to exciting opportunities. They like to speak a great deal in groups, assert themselves, and attract attention (Rau et al., 2021).

A high degree of extroversion is argued to result in positive emotions such as liveliness, satisfaction, excitement, movement, and high energy levels. Such characteristics also influence the performance of an athlete, as he or she may overcome negative emotions such as haste, fear, concern, frustration, and feelings of guilt (Danner et al., 2021). Extroverts tend to be socially focused (outgoing and gregarious) but are also emergent (dominant and ambitious) and active (Ober et al., 2021).

In the same vine, self-regulation, along with self-control, has been studied tobe one of the main aspects of adaptive human behavior in various fields ofpsychology. The process of self-regulation involves constantly adjusting to personal, behavioral and environmental factors as one learns and executes (Inzlichtet al., 2021). Self-regulation is an umbrella term for various psychological skills including cognitive skills, emotional skills, and personality-related factors (Frazier etal., 2021).

In addition, self-regulation enables people to monitor their progress and actto modify effort and behavior in order to achieve their goals (Bylieva et al., 2021). Citing Cusumano, Gawer, & Yoffie (2021), when people are working toward a goal,they engage in a process of readying themselves for change, identifying and settinga goal, making and acting upon plans to pursue the goal, and evaluating progress toward achieving the goal. These four steps of goal achievement require the use ofself-regulation, even as engaging in them can help to build an individual's self- regulation.

Moreover, self-regulation is a process of systematically organizes thoughts,feelings, and actions to attain goals (Finders et al., 2021). The process of self- regulation, regulating thoughts, emotions, attention, behavior, and impulses, has also been described as conscious and

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non-conscious (Khan et al., 2021).

An array of factors has been linked to better understanding of teachers' workengagement. To illustrate, studies have indicated the effect of job satisfaction and teachers' autonomy on work engagement (Bakker, 2022; Scharp et al., 2022). In addition, psychological resources linked to the working environment was a promoting factor in work engagement in terms of dedication, absorption, and vigor(Guo et al., 2022). Several researches have linked job resources (Makikangas et al., 2022), social support (Zúñiga et al., 2022) and autonomy (Aboramadan, 2022) to positively affect the levels of work engagement. It was also noted that teaching practices did not have a significant effect from the levels of work engagement.

Aside from understanding how job satisfaction and resources drive work engagement, demographics such as age have also been studied in relation to this concept. Findings show that work engagement did indeed vary across the diverse age group and is influenced by different resources. While younger teachers are driven by the development opportunities and interactions with their colleagues, older teachers appreciate having their competencies acknowledged (Karatepe et al., 2022).

While some studies have explored work engagement as a precursor to organizational commitment, others have visualized work engagement as a result of organizational commitment (Zhou et al., 2022). In the study of big companies, it was found that research on work engagement had improved the organizations positive outlook towards its employees (Wang et al., 2022). More specifically in schools, the productivity of work of the teachers as the key members of the workforce relies on teacher's wellbeing and organizational performance on work engagement and organizational commitment (Soares & Mosquera, 2019). Work engagement among employees is necessary as it encompasses the ardent involvement of the staff in the activities arranged by the organization. Employing work engagement will result in better wellbeing of the workforce in the organizationwhich would lead to heightened organizational productivity and higher chances forgrowth with excellent participation from employees (Danner et al., 2021).

The literature consistently highlights the significant relationships between organizational commitment, personality traits, self-regulation, and work engagement. Teachers with higher levels of self-regulation and positive personality traits, such as conscientiousness and agreeableness, tend to exhibit greater work engagement (Ding et al., 2022; Bakker, 2022), while organizational commitment has been shown to positively influence work engagement (Bansal et al., 2020; Rai& Maheshwari, 2020). Self-regulation also plays a key role in enhancing work engagement by fostering positive emotions and higher productivity (Shu, 2022). However, while these factors have been studied individually, there is limited research exploring how they interact collectively, especially within specific contexts such as the Davao Region. This study aims to fill this gap by examining the combined effects of organizational commitment, personality domains, and self- regulation on work engagement among secondary school teachers in the Davao Region, thereby contributing to a deeper understanding of the dynamics influencingteacher engagement in this specific context.

The current study was anchored on a specific theory and study based on theassumed interrelationship and causal relationship shown in the hypothesizedmodels. First, it was anchored on Work Engagement Theory of Kahn (1990), whichstated that a person shows self-preference in job tasks to promote connections between self and job, which can increase role performance through cognitive, emotional, and physical self-investment. Two theories supporting Kahn's Work Engagement Theory are the Job Demands-Resources (JD-R) Model and Self- Determination Theory (SDT). The JD-R model by Bakker & Demerouti (2007) suggests that sufficient job resources, like support and autonomy, boost engagement, aligning with Kahn's view on external factors. Meanwhile, SDT by Deci and Ryan (1985) emphasizes that meeting employees' needs for competence,autonomy, and connection enhances intrinsic motivation and engagement, complementing Kahn's focus on psychological presence and personal needs. Boththeories highlight key factors influencing work engagement.

Moreover, the current study aligns with the concepts on examining the effects of Organizational Commitment, Personality Domains, and Self-Regulation on Work Engagement among secondary school teachers. The Organizational Commitment refers to the emotional attachment, perceived costs of leaving, and sense of obligation to stay within the organization (Loan, 2020). This is categorized into affective, continuance, and normative commitment. Meanwhile, Personality Domains include traits such as agreeableness (cooperativeness and empathy), extraversion (sociability and assertiveness), conscientiousness (organization and dependability), emotional stability (ability to remain calm under pressure), and open-mindedness (openness to new experiences), all of which influence work engagement (He, Donnellan, & Mendoza, 2019).

Self-Regulation encompasses behaviors like intrinsic interest (internal motivation), goal setting (defining objectives), emotional control (managing emotional responses), and help-seeking (seeking assistance when necessary), which are expected to promote work engagement (Sahar & Naqvi, 2020), Work Engagement is defined as the level of vigor (energy and resilience), dedication (sense of involvement and significance), and absorption (concentration and focus) an individual feels towards their work (Kusumaningtyas & Laksono, 2021). These factors are hypothesized to interact, contributing to higher levels of work engagement among teachers.

To evaluate these frameworks, hypothesized models were treated for best fit in this study that may contribute to the work engagement among public secondaryschool teachers in Region XI. The first conceptual paradigm demonstrates the direct influence of the exogenous variables towards the endogenous variable, work engagement among public secondary school teachers as supported by theories and studies. Because latent variables are not observed directly, it follows that they cannot be measured directly. With this, each latent construct is associated with multiple measures or observed variables. Thus, the extent of the regression paths between the unobserved and observed variables is of the greatest concern of the study.

Specifically, the exogenous variables are organizational commitment, personality domains, and self – regulations. Moreover, Structural Equation Modeling (SEM) is essential to arrive at the best fit model. The hypothesized model shows the following: the oval shapes

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represent the latent variables of the study, therectangular figures connected from the oval are the measured variables of a latentconstruct, single headed arrow represents the direct relation from one variable to another while the double headed arrow signifies correlation.

In particular, the Hypothesized Model 1 illustrated in Figure 1 reflects the correlation of the three latent exogenous variables and their direct causal relation to the latent endogenous. This is observed through the double headed arrow connected among three latent exogenous variables, such as shown between organizational commitment, personality domains, and self – regulations. The singleheaded arrow pointing from the three-latent exogenous signifies its direct relation to work engagement among public secondary school teachers. This is illustrated through a single headed arrow connected from the latent exogenous variables to the latent endogenous variable. Furthermore, the rectangular shapes represent themeasured variables of the corresponding latent exogenous and endogenous variables. Researchers, educators, and policymakers have increasingly focused on work engagement over the years as the key to tackling low-performance problems(Nergiz & Unsal-Akbiyik, 2024). Therefore, it is essential for work engagement studies to be carried out and for information to be obtained so that variables that have important roles can be explored in the level of work engagement of teachers in school. Data will be processed on various indicators of both work engagement and organizational commitment of teachers, personality domains and self- regulations, and will be used in the field of human resource development.

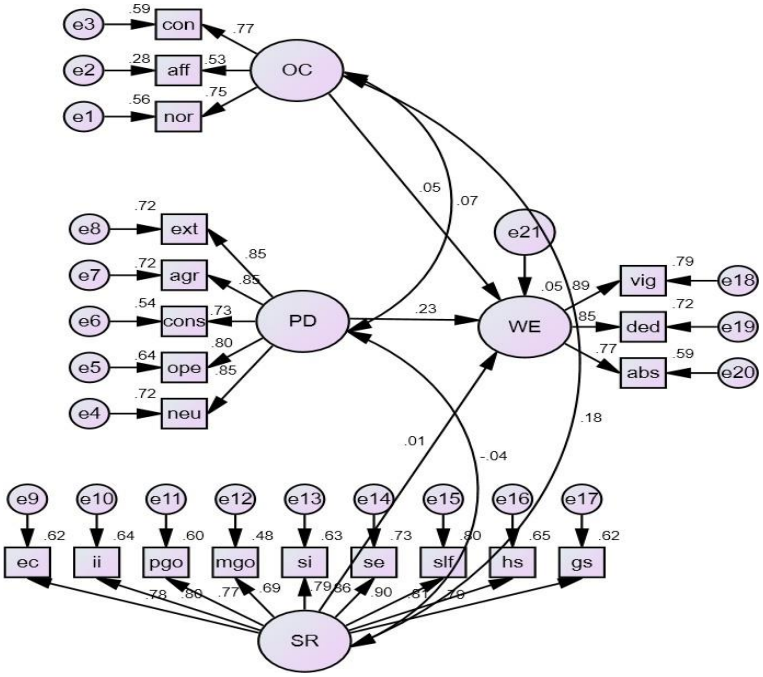

Figure 1. Hypothesized Structural Model 1 in Standardized Solution

Legend:

aff – Affective

con – Continuance

nor – Normative

OC – Organizational Commitment

gs – Goal Setting

ii – Intrinsic Interest

pgo – Performance Goal Orientation

mgo – Mastery Goal Orientation

si – Self-instruction

ec –Emotional Control

se – Self-evaluation

slr – Self-regulation

hs – Help-seeking

SR –Self-Regulations

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ext – Extraversion

agr – Agreeableness

cons – Conscientiousness

neu – Neuroticism

opp – openness

PD – Personality Domains

vig –Vigor

ded – Dedication

abs –Absorption

WE – Work Engagement

This study is socially significant as it deepens the understanding of factors influencing teacher work engagement, such as organizational commitment, personality traits, and self-regulation. By enhancing teacher engagement, the studyaims to improve teacher performance, job satisfaction, and educational outcomes, benefiting students, schools, and the wider community. The findings can inform policies that create supportive environments for teachers, fostering their professional growth and improving education quality.

Specifically, the results may assist DepEd officials in developing a customized profile of best practices for enhancing organizational commitment, personality domains, and self-regulation among teachers. Additionally, the study can guide teachers in understanding their current levels of commitment, personalitytraits, self-regulation, and work engagement, offering insights into strategies for improvement. Furthermore, the study's findings may prompt academics and researchers to explore the determinants of work engagement more deeply, servingas a foundation for further research in this area.

II. Method

The survey was conducted from January – May 2022 in Region XI Davao Region, located in the southeastern part of Mindanao. It is bordered by theCARAGA region to the north, the Philippine Sea to the east and south, and Bukidnon and the SOCSARGEN region to the west. Region XI comprises five provinces: Davao de Oro, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental. The survey targeted secondary school teachers from DepEd Region XI, specifically from these provinces.

Research Respondents

There are approximately 41,084 public secondary school teachers from DepEd Region XI. The current study targeted only 400 public-school teachers in Region XI since the study was measured and find best fit model for work engagement. Additionally, the strata in stratified random sampling, also known as stratification, are established according to common attributes or member characteristics, including educational attainment or income. Stratified random sampling was employed (Hayes, 2020) to ensure representative participation, as this study focuses on the work engagement of public-school teachers. The respondents were exclusively DepEd teachers from the Davao Region, randomly selected and stratified according to the provinces and cities included in the study.

Following the fundamental rule for the number of respondents appropriate for Structural Equation Modeling (Altikriti & Anderson, 2021) which should be 300 and 400, the researcher tried to work backward by using appropriate sample per strata in stratified random sampling which is 10. Shown below are the 400 public secondary school teachers who were the subjects in the study. So, it is expected that the number of respondents must be between 300 to 400. These respondents must come to five identified provinces in region XI.

Moreover, the researcher considered the inclusion and exclusion criteria in the selection of the respondents of the study. Specifically, the possible respondentsof this research study were regular teachers among public secondary schools in Region XI whose plantilla numbers are in the Department of Education. Teachers were willing to submit themselves and were permitted by their school heads to undergo the survey to be conducted. Those teachers who voluntarily agreed with the informed consent were included in the survey, hence, teachers who clearly confessed their denial were excluded from the study. The study excluded all non- plantilla teachers such as substitute teachers and volunteer teachers.

The researcher reminded the respondents that their participation in the studyis entirely voluntary, and they can withdraw if they wish to without being penalized for it. They can withdraw their participation if, during the conduct of the study, theyhave other commitments, have health issues, and the like.

Research Instrument

The survey on organizational commitment was adapted from Loan (2020). Each factor of the instrument represents one facet of organizational commitment: affective, continuance, and normative. The survey on personality domains used by He, Donnellan, & Mendoza (2019) was also utilized in the study. It assesses a personality in his/her study in terms of agreeableness, extraversion, conscientiousness, emotional stability, and open-mindedness. The Self- Regulations Questionnaire (SRQ) was adapted from Sahar and Naqvi (2020), as an attempt to assess these self-regulatory processes through self-report in terms of intrinsic interest, goal setting,

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performance goal orientation, mastery goal orientation, self-instruction, emotional control, self-evaluation, self-reaction, and help-seeking. The survey on Work Engagement was adapted from Kusumaningtyasand Laksono (2021). They authors utilized the Likert-type, self-report questionnaire that focuses on the comprehensive assessment of the construct of teacher engagement in terms of vigor, dedication, and absorption.

The scale employed for interpreting the means of organizational commitment, personality domain, self-regulation, and work engagement is in the following ranges: 4.20-5.00 is considered very high; 3.40-4.19 regarded as high;2.60-3.39 regarded as moderate; 1.80-2.59 considered to be low and finally, 1.00-1.79 noted as very low.

Four instruments were adapted to measure the four constructs of the study, which are the following: The validators' rating of the questionnaires had a mean 4.01. Minor revisions recommended in some contents and statements of theinstruments. Prior to the actual survey, the researcher conducted a preliminary survey with 50 respondents for reliability testing. The preliminary data gathered were subjected to an internal consistency validity test using Cronbach's alpha. Witha reliability test of 30 items, the first independent variable resulted 0.877 for organizational commitment, independent variable 0.911 for personality domains and independent variable 0.891 for self-regulations and the dependent variable, work engagement 0.901.

Research Design

The descriptive-correlational research design was used in this study. This method describes the statistical association between two or more variables (Songcog & Guhao 2020). Causal methods were used to develop and take up mathematical models, theories, and/or hypotheses in the generation of the best fit model, as asserted by Altikriti and Anderson (2021). Since the study seeks to comeup with the best-fit work engagement model, the most appropriate to use is the causal design.

Structural Equation Modeling or SEM was used to achieve the target above. SEM is a technique for multivariate statistical analysis to analyze structural relationships between measured variables and latent constructs by combining factor analysis and multiple regression analysis. The researcher preferred this technique because in a single analysis, it estimated the multiple and interrelated dependence. Endogenous variable and exogenous variables were used in this analysis of two types of variables. Equivalent to dependent variables, endogenousvariables were equal to the independent variables (Guhao, 2019).

Due to its ability to impute relationships between unnoticed constructs (latentvariables) from observable variables, the use of SEM was commonly justified in social sciences. SEM includes confirmatory factor analysis, path analysis, modelingof partial least square paths, and latent modeling of growth. The concept should not be confused in econometrics with the related concept of structural models, or economics with structural models. To evaluate unobservable 'latent' constructs, structural equation models are often used. They often invoke a model of measurement that used one or more observed variables to define latent variables and a structural model that imputes relationships between latent variables (Altikriti & Anderson, 2021).

A combination of factor analysis and path analysis into one comprehensive statistical methodology represented Structural Equation Modeling. It is a family of statistical methods designed to test a conceptual (or) theoretical model by representing, estimating, and testing a network of relationships between variables. A methodology for representing, estimating, and testing a network of relationships between variables (measured variables and latent constructs) was structural equation modeling (Rahim, 2022).

SEM is also known as Causal Models, Simultaneous Equations, Path Analysis, Confirmatory Factor Analysis, Covariance Structure Analysis (CSA), andLatent Variable Modeling. Path analysis/regression repeated analysis of measures/latent growth curve modeling, and confirmatory factor analysis was examples. Structural equation modeling (SEM) can be portrayed as a model that uses four graphical symbols, that is, an ellipse (or circle), a rectangle, and a single or double-headed arrow, to use specific structure configurations.

Procedure

The study employed several processes in collecting the data for the study. The researcher sought permission from the Dean of Professional Schools, the Regional Director and Schools Division Superintendents of the Department of Education, DepEd Supervisors and School Heads of the targeted schools and respondents before the collection of data.

This study adhered to ethical guidelines, obtaining approval from the UM Ethics Review Committee (UMERC) with the certificate number UMERC-2022-015. Respondents' personal information was protected under the Data Privacy Act of 2012, and informed consent was obtained, emphasizing voluntariness and participant rights. Potential risks were identified and mitigated through proper risk management. Moreover, the study posed minimal risk and maintained confidentiality through pseudonyms. To avoid plagiarism, Turnitin and Grammarly software were used to ensure proper citation and adherence to APA 7th edition guidelines.

Request letters were signed by the researcher, the adviser, and distributed to the selected branches by the Dean of Professional Schools. The copy of the research proposal and the questionnaires were also included to give the authoritiesan idea of the significance of this study to their department or school as well as howdata collection were carried out in their respective schools. A timetable wasestablished for the floating and retrieval period of the questionnaire.

The online survey in this study was done by first, asking the consent of the target participants. The researchers explained that considering the current situation, their involvement is not compulsory. It was also stressed that if they participate, their identity will remain anonymous, and their responses will be analyzed. The linkto the online questionnaire was posted on the discussion board of a learning

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management system.

Statistical Treatment

The following statistical tools were utilized in this study to analyze the data: the mean was employed to quantify the levels of organizational commitment, personality domains, self-regulation, and work engagement; Pearson Product Moment Correlation was used to determine the interrelationships among these variables; multiple regression was applied to identify significant predictors of work engagement; and Structural Equation Modeling (Maximum Likelihood), a multivariate technique combining aspects of multiple regression and factor analysis,was used to estimate a series of interrelated dependence relationshipssimultaneously (Johari et al., 2022).

In order to determine the best fit model, the following indices were used withtheir corresponding criterion:

Index	Criterion
Chi-Square / Degrees of Freedom	0 < value < 2
P-value	> .05
Normed Fit Index (NFI)	> .95
Tucker-Lewis Index (TLI)	> .95
Comparative Fit Index (CFI)	> .95
GFI (Goodness of Fit Index)	> .95
Root Mean Square of ErrorApproximation (RMSEA)	< .05
P of Close Fit (P-close)	> .05

Specifically, it was used to test the hypothesized model and to determine thebest-fit model of work engagement. In order to evaluate the goodness of fit of the hypothesized models, the following indices were considered: Chi-square/degrees of freedom (x^2/df), Goodness of Fit Index (GFI), Normed Fit Index (NFI), Tucker- Lewis Index (TLI), Comparative Fit Index (CFI), and Root Mean Square Error of Approximation.

III. Results and Discussion

In this section, the data collected from the teachers on experience organizational commitment, personality domains, self-regulations and work engagement was given, evaluated, and interpreted in light of the research objectives.

Organizational Commitment

The level of organizational commitment is presented in table I. It is measured by affective, continuance, and normative. It recorded an overall standard deviation of 0.41 with a mean rating of 4.25, which is very high. This indicates that the level of organizational commitment is always evident among public secondary school teachers. Affective commitment registered with the highest meaning rating of 4.38, followed by normative commitment with 4.31. Lastly, continuance registered the lowest mean of 4.07 rated very high. The three indicators were labeled as very high; this indicates that the measure is always evident among publicschool teachers.

Table I Level of Organizational Commitment

Indicator	SD	Mean	Descriptive Evaluation
Affective	0.49	4.38	Very High
Continuance	0.54	4.07	High
Normative	0.51	4.31	Very High
Overall	**0.41**	**4.25**	**Very High**

The very high level of organizational commitment was due to the ratings given by the teachers on affective, continuance, and normative. In this, the level ofengagement and dedication team members feel toward their individual jobs and theorganization. It also describes the different reasons professionals remain with an employer rather than seek opportunities elsewhere. Thus, the teachers succeed in performing the tasks entrusted to them in an effective and worthy manner. The teachers also believe in the goals of their organization and working hard to achievethe goals and vision.

The very high level of organizational commitment revealed the high importance of achieving effectiveness which in turn influences learning outcomes. This claim is in line with Ahad et al. (2021), stating that organizational commitment plays an essential role in establishing a unified effort within an organization.

Thus, it is necessary for every individual in the organization to build up effortsin supporting the augmentation of commitment towards the

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organization. Moreover,the results of the study are also in line with various authors (Alrowwad et al., 2020; Al-Jabari et al., 2019) who mentioned that commitments comprise behavioral termsthat refer to what actions a commitment entails. For organizational commitment, thefocal behavior is speculated to be keeping up organizational attachment.

Personality Domains

Presented in Table II is the level of personality domains in terms of extraversion, agreeableness, conscientiousness, neuroticism, and openness. It registered an overall standard deviation of 0.52 and the overall mean rating of 4.30, which is described as high. This indicates that personality domain is always evident among public school teachers. Individually, openness registered the highest mean of 4.38, followed by neuroticism with 4.30 and conscientiousness with 4.29. Extraversion, agreeableness got the lowest mean score of 4.26. All indicators garnered very high ratings. The very high mean rating meant that the personality domains of teachers in Region 11 was always evident.

This is evident that the positive characteristics included personality traits of caring, communicativeness, cooperativeness, kindness, accessibility, ability to motivate and having a positive attitude. As regards to ability traits, the participants considered the ability to transmit knowledge, demonstrate ability to present knowledge and possess research skills along with clarity of concepts. The negative characteristics according to the respondents were lack of approachability and high knowledge level, which the teacher was unable to simplify to the level of the students.

Table II Level of Personality Domains

Indicators	**SD**	**Mean**	**Descriptive Evaluation**
Extraversion	0.60	4.26	Very High
Agreeableness	0.66	4.26	Very High
Conscientiousness	0.60	4.29	Very High
Neuroticism	0.61	4.30	Very High
Openness	0.58	4.38	Very High
Overall	**0.52**	**4.30**	**Very High**

The manifestations are associated with the views of Kim et al., (2019), which stated that all these qualities have been observed as characteristics that highlight the idea of a person who possesses positive personality traits, particularly in the context of education. In support, Ding et al. (2022) also emphasized that teachers bring their unique mix of experience, culture, and personality with them everywherethey go, including the classrooms where they teach. Consequently, in the study of Buenvinida et. al. (2020), educators must have a deep and meaningful comprehension of their own uniqueness, identity, and culture to interact with and respond to the unique identities, languages, and cultures of their students in a genuine way.

Self-Regulations

Presented in Table III is the level self-regulations in terms of *goal setting, intrinsic interest, performance goal orientation, mastery goal orientation, self- instruction, emotional control, self-evaluation, self-reaction, and help-seeking.* It registered an overall standard deviation of 0.44 and the overall mean rating of 4.47,which is very high. This indicates that the level of self-regulations is alwaysmanifested among public secondary school teachers. Individually, mastery goal orientation registered the highest mean of 4.57, followed self-evaluation with 4.54,help-seeking with 4.53, intrinsic interest and self-reaction with 4.52, while the lowestindicator was described as very high, which also means that the measure is alwaysevident among public secondary school teachers is emotional control.

The high level of self-regulation observed was attributed to the teachers' ratings, reflecting their consistent practice of self-regulation to enhance job performance and mitigate stress. Regular self-regulation helps alleviate classroomstress for both teachers and students while serving as a model for students to manage and express emotions constructively, fostering an optimal learningenvironment. Studies (Khan et al., 2021; Onunye et al., 2023; Gao & Shao, 2024) highlight teachers' need for self-regulation strategies due to frequent exposure to stress. The respondents' very high self-regulation scores indicate their effective adoption of such methods, aligning with Inzlicht et al. (2021), who emphasized strong support for teacher self-regulation.

Table III Level of Self-Regulations

Indicators	**SD**	**Mean**	**DescriptiveEvaluation**
Goal Setting	0.53	4.51	Very High
Intrinsic Interest	0.47	4.52	Very High
Performance Goal Orientation	0.48	4.35	Very High

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Mastery Goal Orientation	0.44	4.57	Very High
Self-instruction	0.46	4.48	Very High
Emotional control	0.67	4.22	Very High
Self-evaluation	0.52	4.54	Very High
Self-reaction	0.50	4.52	Very High
Help-seeking	0.74	4.53	Very High
Overall	0.44	4.47	Very High

Work Engagement

Presented in Table IV is the level of work engagement in terms of vigor, dedication, and absorption. It registered an overall standard deviation of 0.44 meanrating of 4.30, which is very high. This indicates that the level of work engagementis always evident among public school teachers. The first indicator with the highestmean is dedication, with a mean rating of 4.42, with a descriptive level of very high. The second is vigor, with a mean rating of 4.28, which is described as very high. Lastly is absorption, with a mean rating of 4.21, still very high got the lowest mean rating.

Table IV Level of Work Engagement

Indicators	SD	Mean	Descriptive Evaluation
Vigor	0.52	4.28	Very High
Dedication	0.49	4.42	Very High
Absorption	0.46	4.21	Very High
Overall	**0.44**	**4.30**	**Very High**

The very high level of work engagement of teachers is due to very high rating given by the respondents on the domain vigor, dedication, and absorption. The levelof work engagement helps teacher's positive behaviors and outcomes for both employees and the organization. This is supported by Jyoti et al., (2020), highlighting that that the teachers involved full of energy, dedicated to the companyand work hard without reports of job-related stress. Engaged teachers are not only successful in this way, but their positive approach to the job also creates a positive environment at job. Some signs that this positive environment is also having a positive impact on others at work. Committed teachers are contented with their workand are less likely to abandon their co teachers construct and defined it as a positive, fulfilling, work-related state of mind characterized by vigor, dedication andabsorption. Teachers' engagement might be affected by their personal characteristics like identity, self-esteem and the sense of efficacy. Therefore, teachers with clearer identity, higher self-esteem and higher sense of efficacy tendto be more engaged in their job.

This corroborates with the idea of various authors (Karatepe et al., 2022) who emphasized that teachers feel that time flies when working, feels happy when working intensely and forgets everything else around when working. This means that teacher feels of bursting with energy in the work, feels excited going to work when getting up in the morning and continues the work for very long period of time.

Significance of the Relationship between Levels of Organizational Commitment and Work Engagement

Shown in Table V is the significance of the relationship between organizational commitment and work engagement. The overall r-value of 0.030, with a p-value of 0.543, is greater than the 0.05 level of significance. This signifies the acceptance of the null hypothesis, indicating no significant relationship betweenorganizational commitment and work engagement. However, the relationship of individual indicators of organizational commitment and work engagement revealed varying results. Only the Continuance indicator showed a significant relationship with the indicators of work engagement, with an r-value of 0.104 and a p-value of 0.038 (< 0.05 significance level). These results suggest that there is no significant overall relationship between organizational commitment and work engagement due to insufficient evidence.

The existing studies dictates otherwise as they describe organizational commitment as an antecedent of work engagement. They argue that when employees are attached to their organization, they may demonstrate higher work engagement (Rai & Maheshwari, 2020). It means organizational commitmentprecedes WE, and when employees are committed to their organizations and willingto pay back to the organization, work engagement emerges as a kind of repayment (Huang & Cheng, 2024). This view implies that as a result of the attachment of theemployees to the organization, attachment to the work occurs, as well. On the contrary, some other studies argue that work engagement could lead to increasedorganizational commitment (Nergiz & Unsal-Akbiyik, 2024).

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Table V Significance on the Relationship between Organizational Commitment and Work Engagement

Organizational Commitment	Work Engagement			
	Vigor	**Dedication**	**Absorption**	**Overall**
Affective	-.057 (0.259)	-.082 (0.101)	-.048 (0.335)	-.070 (0.162)
Continuance	.076 (0.129)	.094 (0.060)	.110* (0.028)	.104* (0.038)
Normative	.008 (0.869)	.065 (0.198)	.009 (0.856)	.030 (0.543)
Overall	.014 (0.773)	.035 (0.481)	.033 (0.509)	.030 (0.543)

*Significant at 0.05 significance level

This was also reported by Li et al., (2021) who found that teachers with higher organizational commitment to their schools have stronger beliefs in the school's aims and values and prefer to stay in the school. Teachers with a higher commitment endure feeling of warmth, appreciation, and loyalty to the organizationas a result of their positive thoughts and interactions within the organization and have a deep desire to stay within the organization (Sezen-Gultekin, Bayrakcı, & Limon, 2021). Research also found significant relationship between organizationalcommitment and work engagement.

The absence of a significant relationship between organizational commitment and work engagement in the study highlights the importance offostering teacher commitment in schools, as this could potentially lead to increasedwork engagement. A large proportion of students are educated in government schools, and if teachers in these institutions demonstrate strong commitment to their work, it could significantly enhance the country's global standing in education. Unfortunately, many teachers in government schools lack the necessarycommitment, motivation, and skills. According to Ahuja and Gupta (2019), this lackof commitment is often attributed to their reluctance to adopt new teaching methodologies and their aversion to taking risks by implementing innovative ideas in their teaching practices.

Table VI presents the significance of the relationship between personality domains and work engagement. The data reveal a significant relationship, with an overall correlation coefficient of 0.215 and a p-value of 0 ($p < 0.05$ significance level). Individually, the indicators of both personality domains and work engagement also demonstrated a significant overall correlation. These results suggest a clear and meaningful relationship between the two variables, indicating that personality domains may influence levels of work engagement.

The finding jives with the study of Scharp et al., (2022) that personality should be considered separate from personal resources as it may influence perceptions of individual's situated environment, further disabling their ability to manage and influence that environment, thus affecting their work engagement. Layek and Koodamara (2024) explored traits that provided ability to control thoughts and emotions to actively interact with one's environment considering thoseas the ones more likely to lead to engagement (Vitale & Bonaiuto, 2024): high conscientiousness, reflecting the individual's responsibility and task involvement and high extraversion, since people are more active, alert and enthusiastic with their work.

Table VI Significance on the Relationship between Personality Domains and Work Engagement

P PersonalityDomains	Work Engagement			
	Vigor	**Dedication**	**Absorption**	**Overall**
Extraversion	.121* (0.015)	.185* (0.000)	.128* (0.011)	.162* (0.001)
Agreeableness	.094 (0.061)	.146* (0.003)	.111* (0.027)	.130* (0.009)
Conscientiousness	.167* (0.001)	.240* (0.000)	.184* (0.000)	.219* (0.000)
Neuroticism	.140* (0.000)	.204* (0.000)	.178* (0.000)	.194* (0.000)
Openness	.215* (0.000)	.219* (0.000)	.162* (0.001)	.223* (0.000)
Overall	.170* (0.001)	.231* (0.000)	.177* (0.000)	.215* (0.000)

*Significant at 0.05 significance level.

Significance of the Relationship between

Self-Regulations and Work Engagement

Shown in Table 7 is the significance of the relationship between self-regulations and work engagement. It can be seen on the table that there was no significant relationship between the indicators of self-regulation and work engagement with an overall correlation coefficient of .010 and a p-value of 0.848 (>0.05 level of significance). The results of the analysis imply that the study has noenough

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evidence to prove a significant relationship between self-regulations and work engagement. These observations are in support of previous studies that found no evidence of a positive influence of personal and social resources on work engagement.

However, the results contradict with one of the main premises of perceived organizational support. The work of Nergiz & Unsal-Akbiyik (2024) argues that positivity stemming from high-quality relationships with supervisors characterized by trust and social interaction enhances individual resources, such as work engagement. This, in turn, broadens and strengthens individual, group, and organizational capabilities, fostering growth and capacity building.

Table 7 Significance on the Relationship between Levels of Self-Regulations and WorkEngagement

Work Engagement				
Self-Regulation				
	Vigor	**Dedication**	**Absorption**	**Overall**
Goal Setting	-.053	.015	-.007	-.018
	(0.291)	(0.771)	(0.890)	(0.721)
Intrinsic Interest	.000	.521	.027	.028
	(0.998)	(0.312)	(0.597)	(0.573)
Performance	-.017	.066	.024	.026
Goal Orientation	(0.739)	(0.187)	(0.629)	(0.598)
Mastery Goal	-.060	.021	-.028	-.026
Orientation	(0.233)	(0.677)	(0.572)	(0.610)
Self-instruction	.003	.072	.030	.039
	(0.957)	(0.151)	(0.545)	(0.438)
Emotional	.009	.027	.050	.031
control	(0.858)	(0.589)	(0.315)	(0.533)
Self-evaluation	.022	.047	.088	.057
	(0.665)	(0.347)	(0.078)	(0.254)
Self-reaction	-.007	.022	.027	.015
	(0.896)	(0.658)	(0.585)	(0.764)
Help-seeking	-.058	-.042	-.049	-.056
	(0.246)	(0.402)	(0.329)	(0.264)
Overall	-.023	.032	.019	.010
	(0.645)	(0.522)	(0.700)	(0.848)

*Significant at 0.05 significance level

This part exhibits the interrelationship among the variables included in this study. Based on literature and theories, organizational commitment, personality domains and self-regulations of teachers were considered to be critical variables toinfluence work engagement. Hence, structural models were developed to investigate their correspondence

Goodness of Fit Measures of Structural Model

Figure 2 showed the interrelationship of the latent exogenous variables organizational commitment with all the three indicators normative, affective and continuance; personality domains with complete set of five indicators neuroticism, openness, conscientiousness, agreeableness and extraversion; and self- regulations with the entire nine indicators emotional control, intrinsic interest,performance goal orientation, mastery goal orientation, self-instruction, self- evaluation, self-reaction, help-seeking and goal setting; and their direct influence to the endogenous variable work engagement with the total three indicators vigor, dedication and absorption.

Generally, most of the indicators highly represent latent variables organizational commitment, personality domains and self-regulations. However, thestrong significant evidence of values in model 1 did not qualify for it to become thebest fit model for this study based on the result presented in Table 8, since all the indices value like Chi-Square / Degrees of Freedom (CMIN/DF) = 5.922, p-value=.000, Root

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Mean Square of Error Approximation (RMSEA)=.111, P-close value=.000, and the other indices such as Normed Fit Index (NFI)=.831, Tucker- Lewis Index (TLI)=.832, Comparative Fit Index (CFI)=.855, and Goodness of Fit Index (GFI)=.789 did not meet the acceptable ranges. Hence, this denoted a poor fit model.

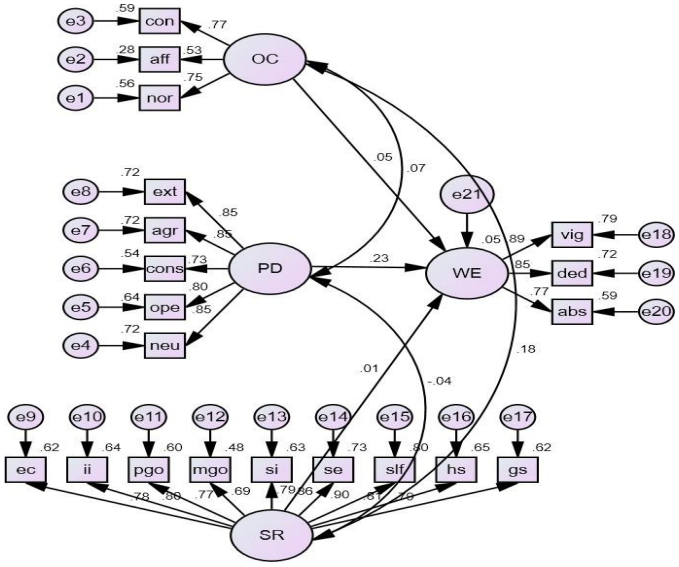

Figure 2. Structural Model 1 in Standardized Solution

Legend:

aff – Affective

PD – Personality Domains ec –Emotional Control

con – Continuance

gs – Goal Setting

nor – Normative

pgo – Performance Goal

OC – Organizational Commitment

ext – Extraversion

mgo – Mastery Goal Orientation agr – Agreeableness

si – Self-instruction

cons – Conscientiousness

neu – Neuroticism

opp – openness

se – Self-evaluation

slr – Self-reaction

hs – Help-seeking

SR –Self-Regulation

vig –Vigor

ded – Dedication

abs –Absorption

WE – Work Engagement

Table VIII Goodness of Fit Measures of Structural Model 1

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INDEX	CRITERION	MODEL FIT VALUE
P-Close	**> 0.05**	.000
CMIN/DF	**0 < value < 2**	5.922
P-value	**> 0.05**	.000
GFI	**> 0.95**	.789
CFI	**> 0.95**	.855
NFI	**> 0.95**	.831
TLI	**> 0.95**	.832
RMSEA	**< 0.05**	.111

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

P close- P of Close Fit

P-value- Probability Level

Generated Model 2 reflected in figure 3 showed the interrelationships of the latent exogenous variables, organizational commitment, personality domains and self-regulations and their direct influence on the endogenous variable, work engagement. Further, the model showed that two out of three indicators of organizational commitment, three out of five indicators of personality domains andfive out of nine indicators of self-regulations have interconnection with each other.

As observed, in the index values of Table 9, only CFI= .955 had met the criterion of the data and all other indices with the corresponding values; P-close= .001, CMIN/DF= 3.154, NFI=.936, TLI=.941, GFI=.939, RMSEA=.073 and P-value=.001, failed to meet the acceptable ranges. Thus, this indicated a poor fit model.

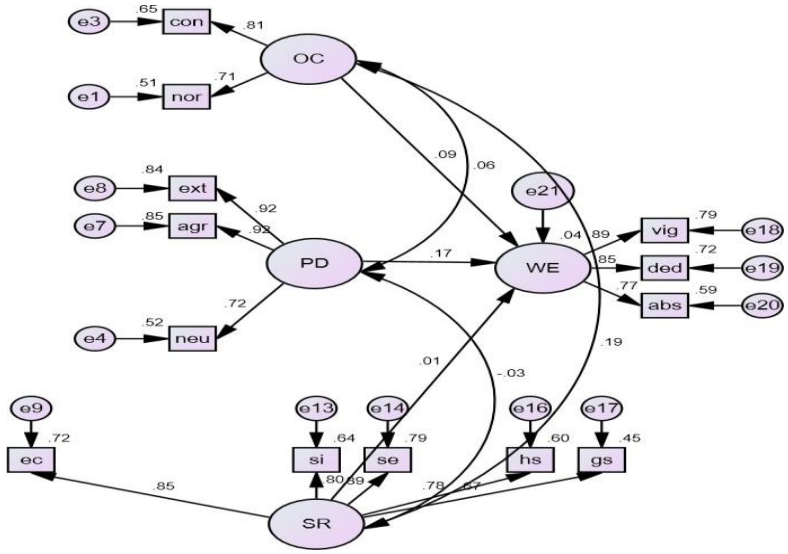

Figure 3. Structural Model 2 in Standardized Solution

Legend:

aff – Affective

PD – Personality Domains

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con – Continuance

gs – Goal Setting

nor – Normative

pgo – Performance Goal

OC – Organizational Commitment

Orientation

ec –Emotional Control

se – Self-evaluation

slr – Self-reaction

hs – Help-seeking

ext – Extraversion

mgo – Mastery Goal Orientation

agr – Agreeableness

si – Self-instruction

cons – Conscientiousness

neu – Neuroticism

opp – openness

SR –Self-Regulation

vig –Vigor

ded – Dedication

abs –Absorption

WE – Work Engagement

Table 9 Goodness of Fit Measures of Structural Model 2

INDEX	CRITERION	MODEL FIT VALUE
P-Close	**> 0.05**	.001
CMIN/DF	**0 < value < 2**	3.154
P-value	**> 0.05**	.000
GFI	**> 0.95**	.939
CFI	**> 0.95**	.955
NFI	**> 0.95**	.936
TLI	**> 0.95**	.941
RMSEA	**< 0.05**	.073

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

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P close-P of Close Fit

P-value-Probability Level

Generated Model 3 in Figure 4 showed the Structural Equation Model in Standardized Solution of organizational commitment, personality domains and self-regulations and work engagement.

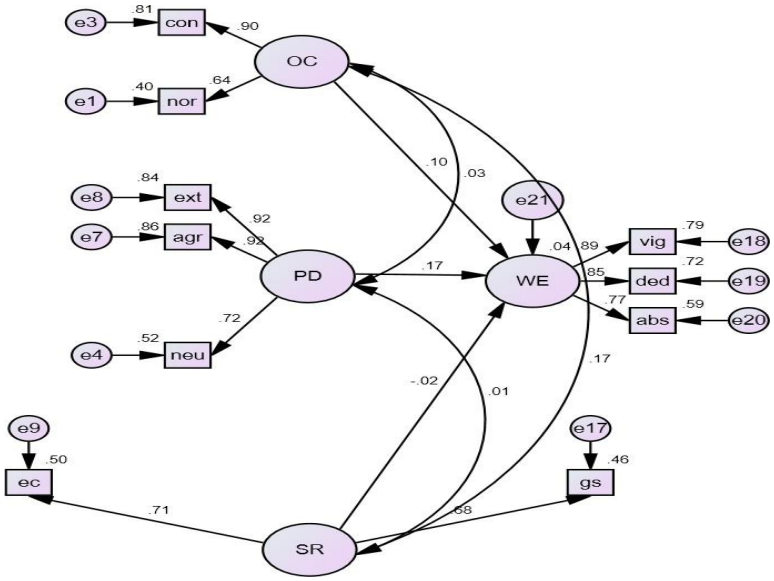

Figure 4. Structural Model 3 in Standardized Solution

Legend: aff – Affective PD – Personality Domains

con – Continuance

gs – Goal Setting

nor – Normative

pgo – Performance Goal

OC – Organizational Commitment Orientation

ec –Emotional Control

se – Self-evaluation

slr – Self-reaction

hs – Help-seeking

ext – Extraversion

mgo – Mastery Goal Orientation

agr – Agreeableness

si – Self-instruction

cons – Conscientiousness

neu – Neuroticism

opp – openness

SR –Self-Regulation

vig –Vigor

ded – Dedication

abs –Absorption

WE – Work Engagement

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This model displayed the interrelationships of the three exogenous variablesand their direct causal relation to endogenous variable work engagement. Further, it showed that two out three indicators of organizational commitment, three out of five indicators of personality domains, and two out of nine indicators of self- regulations have strong interconnectedness with each other.

Moreover, the data shown in Table X was calculated as highly acceptablesince all the indices satisfied the desired criteria. As observed, Chi-Square dividedby degrees of freedom is 1.326 with the probability level of .944. The result denoteda good model for the data. This was strongly supported by the result of RMSEA with the value of .029 which is less than 0.05. Moreover, GFI, CFI, NFI and TLI wereall greater than 0.95 which clearly mean, they fall within the acceptable ranges. Thus, this indicated a best fit model for work engagement.

Table X Goodness of Fit Measures of Structural Model 3

INDEX	CRITERION	MODEL FIT VALUE
P-Close	**> 0.05**	.944
CMIN/DF	**0 < value < 2**	1.326
P-value	**> 0.05**	.112
GFI	**> 0.95**	.982
CFI	**> 0.95**	.994
NFI	**> 0.95**	.977
TLI	**> 0.95**	.991
RMSEA	**< 0.05**	.029

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

P close-P of Close Fit

P-value-Probability Level

The summary of goodness of fit measures of these structural models is reflected in Table XI.

In identifying the best fit model, all the indices included must fall withinacceptable ranges. Chi-Square / Degrees of Freedom (CMIN/DF) should be between 0 and 2, with its corresponding p-value greater than .05. Root Mean Square of Error Approximation (RMSEA) value must be less than .05 with its P- close value that should also be greater than .05. The other indices such as NormedFit Index (NFI), Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), and Goodness of Fit Index (GFI) must be greater than .95.

Shown in Table XI are the values of data of the three hypothesized model. Allthe indices of the first hypothesized model do not fall within the standard criteria. This implied a poor fit model.

The second hypothesized structural model showed a slight modification of thefirst with only CFI value of .955 fall within the criterion. The model is found to be non-fitting to the standard.

The third hypothesized structural model passed the criteria in assessing the best fit model, showing a P-value of .112, with CMIN/DF=1.326, RMSEA=.029,NFI=.977, TLI=.991, CFI=.994 and GFI=.982. Hence, model 3 is the best fit model.The best fit model suggested that organization commitment, personality domains, and self-regulations showed a direct causal link to work engagement. It further revealed that work engagement of public secondary schools is best anchored on organizational commitment which is grounded on continuance commitment and normative commitment; supported by personality domains which is defined in terms of extraversion, agreeableness and neuroticism; and reinforced by self-regulations which is measured in terms of emotional control and goal setting.

From the result, it can be drawn that normative commitment reflects a feeling of obligation to employment. Employees with high level of normative commitment feel that they ought to remain with the organization (Johar et al., 2019).

Organizational commitment and work engagement have a significant positive relationship, with the dedicated employee being more

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engaged at work and vice versa (Arcadio et al., 2023).

For the exogenous variable personality domains, only extraversion, agreeableness and neuroticism remain fitted to the model and have a causal link with work engagement. Moreover, employees who are high on extraversion and agreeableness are found to modify their job characteristics by increasing the number of social interactions with others at work and those with minimal neuroticism tend to be more upbeat and handle pressure better (Laquina et al., 2024).

For the exogenous variable self-regulation, only emotional control and goal setting have the casual link with work engagement. In the educational context, both teachers and learners face various challenges, which may trigger placements and unpleasant emotions. The way they handle their emotions affects their academic success. Teachers can establish a pleasant emotional climate to manage their own emotions and their students' ones efficiently (Namaziandost et al., 2023).

Additionally, specific and effective goal setting plays a critical role in creation engagement among employees (Awan et al., 2020).

Subsequently, the following null hypotheses tested using the 0.05 level of significance that there is no significant relationship between organizational commitment and work engagement of teachers; personality domains and work engagement of teachers; and self-regulations and work engagement of teacher is rejected. Further, the combination of organizational commitment, personality domains, and self-regulations do not significantly influence work engagement and there is no model that best fits work engagement is also rejected.

Table XI Summary of Goodness of Fit Measures of the Three Structural Models

Model	**CMIN/DF 0<value<2**	**P-Value > .05**	**NFI> .95**	**TLI >.95**	**CFI > .95**	**GFI > .95**	**RMSEA < .05**	**P-Close > .05**
1	5.922	.000	.831	.832	.855	.789	.111	.000
2	3.154	.000	.936	.941	.955	.939	.073	.001
3	1.326	.112	.977	.991	.994	.982	.029	.944

IV. Conclusions and Recommendations

Based on the foregoing findings, the following conclusions are drawn: There is a high level of organizational commitment and is evident in its indicators such as affective commitment, continuance commitment; and normative commitment among public school teachers in the nine divisions of Region XI with the very high level of personality domains which focuses on extraversion, agreeableness, conscientiousness, neuroticism; and openness. The level of self-regulations, goal setting, intrinsic interest, performance goal orientation, mastery goal orientation, self-instruction, emotional control, self-evaluation, self-reaction; and help seeking obtained a very high rating. The level of work engagement is very high in vigor, dedication, and absorption.

The very high result in all indicators under organizational commitment denotes teachers are more engaged seeing that they are gratified of what they are doing, find that their task challenging, meaningful and purposeful. Their sense of attachment and positive feeling that they are part of the organization endowed to their strong commitment to the organization. Moreover, the very high result of indicators under personality domains of teachers has a positive and significant effect on their work engagement. This encouraged them to do better on their jobs. Further, the very high result in self-regulation is directing and leading the teaching process in the classroom to enhance or achieve the teaching goals independently. Self-regulated teachers are often described as proactive agents who prompt certain educational notion, construct suitable instructional engagement accordingly and proactively manage the teaching environment and conditions. Finally, teachers' high level of work engagement is vital aspect of realizing the success of school organizations. Teachers can maintain energy and inspiration from varying activities into effective resources at work.

The correlation test revealed no significant relationship between organizational commitment and work engagement, a significant relationship between personality domains and work engagement, and no significant relationship between self-regulation and work engagement. These Pearson Product-Moment correlation results indicate that organizational commitment and self-regulation do not influence work engagement, as evidenced by the lack of statistical significance in this study. This finding disapproves the theory to which the study is anchored, as the theory posits that organizational commitment and self-regulation are critical factors influencing work engagement. The results suggest that in this context, these variables may not play a pivotal role in driving work engagement. Instead, the study highlights the Big Five personality traits or domains as having a significant and predictive capacity over work engagement, emphasizing the need to focus on personality development and discipline within the educational context. This discrepancy could be attributed to contextual factors, such as cultural or organizational dynamics, which may affect how these constructs interact. Hence, the influence of these variables to work engagement may be explored further.

The use of structural equation modeling (SEM) strengthened the reliability and thoroughness of this research, as it involved model specification, estimation, and evaluation. Among the three models tested, only Model 3 met the criteria for a perfectly fitting model, identifying it as the best-suited structural model. This model indicates that organizational commitment, personality domains, and self-regulations significantly influence work engagement among public school teachers in Region XI.

However, the success of work engagement may be linked to various other factors, some of which may have been proposed in previous studies as indicators of work engagement in education. Additionally, other factors not included in this study may have had a more

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significant impact on the respondents' work engagement.

Based on the foregoing findings and conclusions, the researcher proposes thefollowing recommendations:

To enhance teachers' organizational commitment, the Department of Education should prioritize promotion opportunities, foster positive relationships, and ensure supportive working conditions. Creating a pleasant environment where teachers feel valued and can express creativity is essential. Encouraging teamwork, mutual respect, and the development of tailored teaching programs that address teachers' strengths and needs can further promote professional growth and engagement.

Considering personality traits, schools should provide structured and engagingteaching methodologies that reduce boredom and frustration while fostering enjoyment and motivation. Reflective practices and self-regulation courses should also be integrated into teacher training programs to support continuous professional development. Activities that promote self-regulation and reflective learning can strengthen teachers' work engagement and overall effectiveness. Educational policymakers and school leaders are encouraged to implement training and seminars on organizational commitment, personality domains, and self-regulation based on the best-fit model. These initiatives will enhance teacher engagement, improve classroom effectiveness, and ultimately contribute to better student outcomes.

To enhance work engagement among teachers, consistent orientation and reorientation on the public school's code of ethics, as well as DepEd's vision and mission, should be conducted for both new and experienced teachers. Recognizingteachers' dedication through social media, face-to-face interactions, and other forms of acknowledgment can boost morale. Development activities should focus on equipping teachers with 21st-century skills to adapt to modern demands. Teachers should also participate in training and seminars on emergent technologiesto improve their pedagogical approaches and deliver future-ready learning.

Professional development programs that encourage the use of student- centered practices and innovative teaching strategies are essential. Long-term collaborations, such as mentoring networks and educator development projects can enhance professional growth. Administrators should also explore retention programs, especially for teachers in rural areas where resources may be limited. Comparative studies between urban and rural settings could shed light on differences in teacher engagement and job satisfaction.

Future researchers are encouraged to extend this study to other teacher populations, particularly in public schools, to validate its findings. They may also explore additional variables or factors influencing teachers' personal effectiveness and work engagement to provide deeper insights into enhancing the teaching profession.

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