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## Mediating Role of Work Engagement on Job Motivation and Organizational Commitment of Public Senior High School Teachers

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### Abstract

**Aim:** This research examines the correlation between job motivation, organizational commitment and work engagement within the context of public senior high school teachers in the Province of Tarlac.

**Methodology:** This study utilized a descriptive-correlational research design to gather data from a sample of 213 tenured teachers across three big schools. The research concentrated on essential motivational factors, including physiological needs, safety, belongingness, esteem, and self-actualization. This research investigates the three dimensions of organizational commitment: affective, continuance, and normative. Additionally, it analyzes work engagement through the lenses of vigor, dedication, and absorption.

**Results:** The findings indicate that, although public senior high school teachers exhibit a significant degree of commitment and engagement, factors such as financial dissatisfaction and work-life balance challenges have an impact on their motivation levels. The findings suggest that the link between job motivation and organizational commitment is partially influenced by work engagement, highlighting its significant role in enhancing this connection.

**Conclusion:** The research highlights the importance of tailoring human resource management strategies to sustain teacher engagement across diverse regions. Various initiatives, including local recognition programs, leadership training, career advancement opportunities, mentorship systems, equitable task distribution, and financial support mechanisms, have the potential to significantly enhance employee commitment and work involvement. A positive and encouraging work environment can significantly increase teacher engagement, potentially resulting in enhanced performance and a more enriched learning experience for students.

**Keywords:** job motivation, organizational commitment, work engagement, HRM strategies, teacher retention, professional development, school administration

### INTRODUCTION

Human resource management (HRM) is recognized as a well-established field within management, playing a pivotal role in influencing the success of organizations (Delery & Gupta, 2016). The positioning strategy of the human resource department is underscored as a vital asset in the attainment of organizational objectives. HRM primarily focuses on improving productivity through the promotion of employee performance and the reduction of employee turnover. People management is an essential part of the administrator's role – ultimately, it is the administrator who ensures that employees stay productive and engaged. As HRM has a critical impact on an organization's success, it exerts a positive influence on effective HRM practices towards achieving institutional objectives.

Uche (2011) defines human resources as the skills, experience, intelligence, relationships, and insight of the people. Recent studies highlight the significance of human capital as a crucial organizational asset, essential for value creation and long-term sustainability (Obeidat, 2019). Human resource management was introduced to facilitate the learning and development of employees both professionally and academically, therefore helping them to reach their own goals. Development in the educational field HRM effectiveness may be recalculated with three factors, but the most important factors are job motivation, organizational commitment, and work engagement factors, domains with subcomponents.



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The most relevant theory to job motivation, which gives a wider perspective towards the improvement of teacher productivity is the Maslow's Hierarchy of Needs (1943). Teachers, as all professionals, need job security, reasonable pay, and a good work environment to be motivated (Gawel, 1997). After their basic needs are covered they look for social belongingness, professional recognition and room for personal growth (Hopper, 2020). Meeting these motivational factors build workplace well-being, lowers stress and burnout as well as enhances commitment and performance (Bomeke et al., 2017). Moreover, motivation plays a key role in mitigating teacher shortages and turnover, which directly impact student achievement and overall school efficiency (Ingersoll, 2017).

Organizational commitment, described as the psychological connection employees feel toward an institution's goals and values (Paragsa, 2014), cultivates a sense of belonging and dedication among teachers. Educators who are committed positively influence school culture by promoting collaboration and working diligently to meet academic objectives. Effective human resource management practices bolster teachers' commitment to their schools, consequently enhancing educational outcomes across the board.

Work engagement serves as a buffer between employment incentives and dedication to the organization. It is characterized by the intensity, commitment, and engagement individuals exhibit in relation to their work. (Schaufeli, 2015; Bakker & Albrecht, 2018). Teachers who exhibit high levels of engagement demonstrate increased productivity and motivation, leading to enhanced job satisfaction and a fortified emotional and psychological connection to their schools. Committed teachers also foster a conducive learning atmosphere that influences students' academic performance while benefiting institutions.

The K-12 Basic Education Program in the Philippines aims to improve the standards and importance of the senior high school curriculum in the country. Public senior high school teachers are facing challenges. However, one of the most pressing issues is the mass exodus of teachers abroad who are seeking better salaries and working conditions. In 2018 alone, almost 20,000 Filipino teachers applied to work abroad (Department of Education, 2018). According to a repost by Mary Judaline Partlow (2023) from the Philippine News Agency, several teachers from the Philippines are part of the Exchange Visitor Program (EVP) in some countries, such as the United States, where they are compensated at a higher rate than at home. This trend is now pervasive, but it has resulted in an alarming shortage of qualified teachers in local public schools.

Although there have been studies on the impacts of HRM on employees' performance and retention, there still have not been many studies focusing on the influences of HRM strategies on employees' job motivation, organizational commitment, and work involvement of public secondary teachers in Tarlac, Philippines. Additionally, concerning teacher retention, there exists a lack of comprehensive research examining the intermediary significance of workplace engagement in the relationship between job motivation and organizational commitment. This study's deficit highlights the significance of HRM strategies to address the problem of growing teacher shortages all around.

This study investigated how HRM initiatives enhance teachers' job motivation, organizational commitment, and work engagement toward improving teacher retention and student outcomes in public senior high schools in Tarlac. It also intends to look how work engagement at work mediates the connection connecting job motivation and commitment to the organization.

## Objectives

This paper relates the association of job motivation, organizational commitment, and work engagement in public senior high school teachers in the Tarlac Province. Specifically, the study aimed to solve the following problems:

Specifically, it study aimed to solve the following problems:

1. How is the job motivation of public senior high school teachers described in terms of:
  - 1.1. Physiological;
  - 1.2. Safety;
  - 1.3. Belongingness;
  - 1.4. Esteem; and
  - 1.5. Self-actualization?
2. How is the organizational commitment of public senior high school teachers described in terms of:
  - 2.1 Affective commitment;
  - 2.2 Continuance commitment; and
  - 2.3 Normative commitment?
3. How is the work engagement of public senior high school teachers described in terms of:
  - 3.1 Vigor;
  - 3.2 Dedication; and



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### 3.3 Absorption?

4. Does job motivation relate to the organizational commitment of public senior high school teachers?
5. Does job motivation relate to the work engagement of public senior high school teachers?
6. Does work engagement mediate the relationship between job motivation and organizational commitment of public senior high school teachers?

## Hypothesis

Hypothesis 1: Job motivation relates to the organizational commitment of public senior high school teachers.

Hypothesis 2: Job motivation relates to the work engagement of public senior high school teachers.

Hypothesis 3: Work engagement mediates the relationship between job motivation and organizational commitment of public senior high school teachers.

## METHODS

### Research Design

This research employed a descriptive-correlational design to investigate the associations among job motivation, organizational commitment, and work engagement in the context of public senior high school teachers, utilizing multiple regression and mediation analyses for data interpretation.

### Population and Sampling

This study examined an entire group of tenured senior high school teachers, each possessing a minimum of three years of professional experience, drawn from three big public high schools located in Tarlac Province: Victoria National High School, Benigno S. Aquino National High School and Tarlac National High School. In this study, a total enumeration sampling method was employed to invite 213 eligible teachers, of whom 193 agreed to participate. This resulted in a notable response rate of 90.6%, thereby providing an effective dataset for subsequent analysis that is both reliable and representative.

### Instrument

The research employed a structured, four-point Likert scale questionnaire, which was adapted from established sources to evaluate job motivation, organizational commitment, and work engagement among senior high school teachers.

### Data Collection

The collection of data occurred between July 2024 and February 2025, utilizing both Google Forms and printed questionnaires. This process was conducted with the approval of school officials and in compliance with established ethical guidelines.

### Treatment of Data

The research employed descriptive statistics to encapsulate the responses and utilized inferential statistics, such as Pearson correlation and multiple regression analyses, to examine the interconnections between job motivation, work engagement, and organizational commitment. A mediating analysis was performed to examine whether work engagement served as an intermediary variable between job motivation and organizational commitment.

### Ethical Considerations

The research complied to rigorous ethical standards by guaranteeing informed consent, voluntary participation, anonymity, and data privacy, thereby safeguarding the rights, safety, and well-being of participants.

## RESULTS and DISCUSSION

This section examines the various dimensions of job motivation, organizational commitment, and work engagement within the context of public senior high school teachers in Tarlac Province. This study investigates the interrelationships among the specified variables and assesses the potential mediating role of work engagement in the connection between job motivation and organizational commitment, employing both descriptive and inferential statistical methods





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## 1. Job Motivation of Public Senior high School Teachers

Abraham Maslow first proposed his Hierarchy of Needs in 1943. It uses five levels—physiological needs, safety needs, belongingness, esteem, and self-actualization—to describe human drive. This structure emphasizes how people meet their most fundamental needs before aiming higher. The following table shows these levels as a reference for data analysis and interpretation in this investigation..

Table 1

Job Motivation of Public Senior High School Teachers

Indicators	Weighted Mean	Verbal Interpretation
I have adequate salary/wages	2.36	Disagree
I have good working conditions	2.74	Agree
I feel secure in this job	3.35	Agree
This job is necessary for my survival	3.43	Agree
I am adequately treated/respected by the administration/head	3.28	Agree
I am positively affiliated with my colleagues	3.21	Agree
I see students' success as the main stimulus of my job	3.31	Agree
use innovative ideas in my classroom	3.29	Agree
Teaching build my personal confidence and sense of achievement	3.46	Agree
Teaching enhance my belief in my professional capabilities and competence	3.46	Agree
I am afraid to be criticized and regarded as a bad teacher	2.35	Disagree
I try to work at the peak of my abilities	3.37	Agree
I keep updated in my field (e.g STEM)	3.45	Agree
I feel empowered to exercise creativity and autonomy in developing new teaching methods and materials	3.38	Agree
I have access to opportunities for growth and learning that help me reach my full potential as a professional.	3.23	Agree
16. I feel I have achieved enough in my career.	2.42	Disagree
<b>Overall Weighted Mean</b>	<b>3.13</b>	<b>Agree</b>

Scale: Strongly Agree – 3.50 to 4.00, Agree – 2.50 to 3.49, Disagree – 1.50 to 2.49, Strongly Disagree – 1.00-1.49

### 1.1 Physiological Needs

Teachers agree that their profession is vital for their continued existence, as indicated by a mean score of 3.43. Teachers within the public sector recognize the stability and dependability of their income, which facilitates the fulfillment of fundamental requirements such as nourishment, shelter, and familial assistance, regardless of apprehensions regarding remuneration. The presence of financial stability acts as a crucial motivator. Flynn (2011) argues that fair remuneration is important for employee motivation, especially in education, where financial stability remains an important concern.

### 1.2 Safety needs

The data indicate a notable disagreement in perspective among teachers concerning their salary, reflected in a mean score of 2.36. A significant number of individuals articulate apprehensions regarding their workload and the availability of personal resources. Nevertheless, there is a general agreement that the working conditions are deemed satisfactory, reflected by an average score of 3.14. Teachers view their academic environments as safe, well-equipped, and conducive to the teaching process. This study supports the conclusions drawn by Khan et al. (2022), and Hussain and Saif (2019), highlighting that inadequate salaries, excessive workloads, and a sense of job insecurity are all important factors that lead to dissatisfaction and turnovers among teachers in both public and private schools.

### 1.3 Belongingness

Teachers indicate a sense of respect from their administrators, reflected in a mean score of 3.28, and demonstrate the establishment of positive relationship with their colleagues, as exhibited in a mean score of 3.21. The



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observed dynamics foster a supportive and collaborative work environment, wherein educators perceive themselves as valued and included participants. This contributes to improved morale and mitigates feelings of professional isolation. Furthermore, the lack of consensus regarding the fear of criticism is demonstrated by a mean score of 2.35, suggesting that feedback is predominantly perceived as constructive rather than punitive. The collaborative environment fosters transparent dialogue and ongoing enhancement. According to Joseph (2023), organizational belonging significantly boost employee engagement. Positive interactions with colleagues and respectful treatment from administrators further enhance job motivation among teachers.

#### 1.4 Esteem

Teachers report a degree of respect from their administrators, quantified at 3.28, and highlight the positive relationships they maintain with coworkers rated at 3.21. These elements are crucial in developing a supportive and collaborative workplace atmosphere. The observed dynamics contribute significantly to the enhancement of morale and mitigation of professional isolation, while simultaneously fostering a sense of value and connection among teachers within the school community. Furthermore, the mean score selecting fear of criticism (2.35) suggests that feedback is predominantly viewed as constructive rather than punitive, thereby fostering an environment conducive to open communication and ongoing professional development. According to the study, Pathardikar et al. (2019) assert that persons with elevated self-esteem exhibit increased commitment to their work, derive higher levels of fulfillment from their profession, and perceive their contributions as significant and rewarding.

#### 1.5 Self-actualization

Teachers demonstrate a significant degree of contentment in their professional positions (3.38) and recognize the presence of opportunities for professional advancement (3.23). These results underline the need of constant learning and classroom decision-making independence for teachers. Though, despite these benefits, there is a common feeling that their professional accomplishment are few (2.42), suggesting a perceived lack of recognition or limited prospects for growth. This disparity implies that although there is professional growth, it does not always result in noticeable career advancement or recognition. Sypniewska (2014), highlighted that having opportunities for progression and skill enhancement is crucial for job motivation and maintaining motivation over time.

The overall weighted mean calculated was 3.13, equivalent to Agree, which shows that public senior high school teachers have moderate motivation, primarily driven by their love for teaching and students. However. They also desire better financial recognition and career growth. Their satisfaction comes from positive relationships, student successes, and career growth, but lack of pay can lead to decreased motivation.

#### Organizational Commitment of Public Senior High School Teachers

Organizational commitment among public senior high school teachers pertains to their dedication and emotional investment in their institutions, affecting their propensity to remain and contribute to school objectives. It is a crucial element in promoting teacher retention, job happiness, and overall school efficacy.

Table 2  
 Organizational Commitment of Public Senior High School Teachers

Indicators	Weighted Mean	Verbal Interpretation
<b><i>Affective Commitment</i></b>		
I feel a strong sense of belonging to my organization	3.17	Agree
I feel 'emotionally attached' to this organization	2.73	Agree
I feel like 'part of the family' at my organization	2.80	Agree
I enjoy discussing my organization with people outside it	2.37	Disagree
I feel as if this organization's problems are my own.	2.36	Disagree
<b><i>Continuance Commitment</i></b>		
I would be unhappy to spend the rest of my career with this organization	2.01	Disagree
I feel that I have enough options to consider leaving this organization	2.02	Disagree



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One of the few consequences of leaving this organization would be the scarcity of leaving this organization would be scarcity of available alternatives.	1.96	Disagree
I fear what might happen if I quit my job without having another one lined up.	1.78	Disagree
One of the primary reasons I continue to work for this organization is that leaving would require considerable personal sacrifice - another organization may not match the overall benefits I have here	1.81	Disagree
Currently, staying with my organization is a matter of necessity as much as desire.	1.93	Disagree
It would be tough to leave my organization is a matter of necessity as much as desire.	1.99	Disagree
<b>Normative Commitment</b>		
My attachment to this organization is primarily based on the similarity of my values and those represented by the organization	3.19	Agree
I prefer this organization to others because of what it stands for and its values.	3.30	Agree
Since joining this organization, my values and those of the organization have become more similar	3.21	Agree
If this organization's values were different, I would not be as attached to it.	3.23	Agree
<b>Overall Weighted Mean</b>	<b>2.99</b>	<b>Agree</b>

Scale: Strongly Agree – 3.50 to 4.00, Agree – 2.50 to 3.49, Disagree – 1.50 to 2.49, Strongly Disagree – 1.00-1.49

## 2.1 Affective Commitment

Affective commitment denotes the passionate bond and empathy of public senior high school teachers with their school, motivating them to maintain engagement and dedication to their responsibilities. This commitment cultivates a perceive of belonging and alignment with the institute's objectives, so improving work satisfaction and performance

The highest-rated aspect of affective commitment is the sense of belonging to the organization, which received a mean score of 3.17. It implies that teachers generally perceive a sense of inclusion within their professional setting.

Meyer and Allen (1991, 1997) highlight that emotional attachment, central to affective commitment, encouraging staff loyalty and involvement, depends on this. When teachers experience a supportive atmosphere and are acknowledged for their contributions, their sense of belonging tends to grow stronger.

Likewise, the indicators for emotional attachment (2.73, Agree) and feeling like part of a family (2.80, Agree) show that teachers have a moderate emotional bond with their organization. As noted by Allen and Meyer, fostering supportive relationships and inclusive decision-making processes can strengthen this connection in organizations.

On the other hand, the indicators related to enjoyment in talking about the organization with outsiders (2.37, Disagree) and personal identification with its problems (2.36, Disagree) suggest lower affective commitment in these areas. This reluctance to express affiliation or internalize organizational challenges might be due to unresolved institutional issues or limited teacher involvement in decision-making processes within the organization. Research indicates that when teachers feel excluded from contributing to decisions or lack confidence in their organization's direction, they are less inclined to advocate for it externally.

## 2.2 Continuance Commitment

It denotes a teacher's decision to remain in their profession based on the noticed expenses or hazards connected with departure, such as financial stability, career advancement, or scarcity of alternative possibilities. Beyond emotional relationships or shared values, it emphasizes the practical elements influencing a teacher's dedication to their role.

The findings suggest that teachers generally do not agree strongly with statements suggesting a necessity-based attachment. It's important to highlight that because these indicators were phrased negatively, lower mean scores indicate a more positive perception of the organization.





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The mean score of 2.01 indicates that most teachers are not unhappy about the idea of remaining with the school for their entire careers. Although some teachers appreciate the stability and sense of purpose in their roles, they also voiced concerns regarding limited opportunities for career growth. Many think that external options might provide better prospects for advancement.

With an average score of 2.02, teachers typically disagree with the idea that they lack other career options. With several certifications or qualifications to their name, a few teachers pointed out they find better job opportunities, and it helps them be assured that they can get another job in case the need arises. Some had sought overseas jobs at international schools or freelance education services. Troesch and Bauer (2020) identified that individuals transitioning into second careers frequently utilize their previous experiences and skills, which enhances their resilience and willingness to pursue career mobility. In the same way, a systematic review conducted by Yates et al. (2023) emphasized that teachers who transition from other careers offer valuable insights and exhibit greater adaptability, which increases their likelihood of pursuing diverse professional paths.

A mean score of 1.96 suggests disagreement with the statement that leaving the organization would pose a major challenge, with few alternatives. Many teachers saw an increasing need for teachers at home and around the world, reducing their fears of losing their jobs.

The average score of 1.78 suggests that educators overwhelmingly expressed disagreement with the assertion that they cannot exit their current roles without first obtaining alternative employment, reflecting a degree of assurance regarding their professional mobility. A significant number of educators have identified part-time tutoring, online teaching, and freelance educational services as effective alternatives during transitional periods. This observation is consistent with contemporary studies highlighting the significance of transferable skills in aiding career transitions. The Career Design Lab at Columbia University (2024) highlights the importance of skills such as communication, adaptability, and leadership for individuals undergoing career transitions, as these competencies empower them to confidently explore a range of professional opportunities.

With an average score of 1.81, teachers generally disagreed that leaving the organization would be a significant sacrifice for them. Although some teachers appreciated the benefits of their current job, others felt that these perks were not enough to dissuade them from considering other opportunities. Salaries at the ceiling, promotional opportunities limited, lack of adequate support were all common complaints.

The idea, however, that staying with the organization is merely a requirement was mostly disagreed with, as evidenced by very low mean scores of 1.93 and 1.99. Teachers pointed out that the reasons they stay are often dedicated to their students and a love of teaching, not a lack of options elsewhere. Several said that while money is always important, personal satisfaction and fulfillment are more compelling incentives

## 2.3 Normative Commitment

It refers to the conviction that public senior high school teachers ought to remain in their position because they have moral or ethical obligations. This devotion could come from loyalty to the institution, appreciation for the chances given, or cultural beliefs that affect their dedication to teaching and the school's objectives.

The substantial mean score of 3.30 indicates the crucial impact of organizational values on enhancing employee commitment, as many participants favor the organization because of its core values and mission. Teachers who connect with their school's principles demonstrate heightened commitment and exhibit greater fulfillment in their jobs. This observation is consistent with contemporary studies highlighting the significance of shared organizational values in enhancing teacher commitment. Importante and Roberto (2020) identified that the implementation of workplace values has a significant impact on the organizational commitment of basic education teachers.

An average rating of 3.19 indicates that employees feel an overwhelming feeling of attachment when their values align with those of the organization. This supports earlier research indicating that shared values enhance teachers' psychological connection, thereby decreasing turnover intentions (Choi, 2019; Kim et al., 2017). Likewise, teachers reported a mean score of 3.21 for having increasingly aligned their values with those of the organization over time, underscoring how organizational socialization fosters commitment.

The average score of 3.23 signifies the teachers' affiliation with the school is closely linked to its values. Teachers noted that any change in these values could likely lead to a decrease in their commitment. This result aligns with Parfynova (2010), which suggests that when there is close agreement among personal and organizational beliefs, normative commitment is strengthened, causing teachers to feel morally compelled to remain with their school.

Finally, the composite average rating of 2.99 categorizes as Agree and Committed, suggests that teachers typically exhibit a positive level of normative commitment. Although the data shows substantial alignment with organizational values and a sense of obligation among individuals, schools can yet augment this commitment further.



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These findings corroborate the Harini, Utami, and Putra (2020) study, which underlined how much participants feel responsible and attached to their company mostly because of similar values and beliefs.

### 3. Work Engagement of the Public Senior High School Teachers

These help to improve the productivity, commitment, and job satisfaction of public senior high school teachers, and work engagement is essential in this. It shows how passionate, committed, and engaged teachers are with what they do, and this affects the standard of education and student results, the teachers' efforts strive so much to deliver.

Table 3  
Work Engagement of the Public Senior High School Teachers

Indicators	Weighted Mean	Verbal Interpretation
<b>Vigor</b>		
1. At my work, I feel like I am bursting with energy	3.23	Agree
2. At my job, I feel strong and vigorous.	3.31	Agree
3. I feel like going to work when I get up in the morning	3.13	Agree
4. I can continue to work for long periods	3.04	Agree
5. At my job, I am mentally resilient	3.24	Agree
6. At my job, I always persevere, even when things do not go well	3.30	Agree
<b>Dedication</b>		
7. I find the work that I do meaningful and purposeful	3.33	Agree
8. I am enthusiastic about my job	3.36	Agree
9. My job inspires me	3.34	Agree
10. I am proud of the work that I do	3.49	Agree
11. My job is challenging enough	3.41	Agree
<b>Absorption</b>		
12. Time flies when I am at work	3.16	Agree
13. When I work, I forget everything else around me	3.14	Agree
14. I feel happy when I work intensely.	3.19	Agree
15. I am immersed in my work	3.19	Agree
16. I get carried away when I work	3.06	Agree
17. It is difficult to detach myself from my job	2.14	Disagree
<b>Overall Weighted Mean</b>	<b>3.18</b>	<b>Agree</b>

Scale: Strongly Agree – 3.50 to 4.00, Agree – 2.50 to 3.49, Disagree – 1.50 to 2.49, Strongly Disagree – 1.00-1.49

#### 3.1 Work Engagement in Terms of Vigor

This reflects public senior high school teachers' resilience and tenacity in overcoming barriers, showcasing the liveliness and eagerness they bring to their positions. This vitality is essential for a dynamic and efficient learning atmosphere where students are guaranteed to receive high-quality education.

Feeling strong and vigorous at work found that teachers can remain energized despite the challenge of the profession (3.31, Agree), being the most positively rated of all indicators. This discovery aligns with the research undertaken by Christian et al. (2011), which associates engagement with work, resilience, satisfaction with work, and well-being. Demerouti et al. (2014) assert that committed personnel exhibit increased productivity and elevated job satisfaction. These studies highlight how a firm sense of purpose and commitment to student success positively influences the energy of teachers.

A teacher has shown great perseverance in dealing with challenges, indicated an average rating of 3.30 (Agree). This suggests that, despite adversity, instructors were highly committed to their work. As Shmailan (2016) found, these highly engaged employees often exhibit more resilience and commitment, but Manalo et al. (2020) found that when teachers believe their contributions matter, experience satisfaction from working in their professions, and receive acknowledgement for their contributions, they are more predisposed to be actively involved in the tasks they perform.





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Another significant factor in determining teacher engagement relates to the average rating concerning mental resilience (3.24, Agree). According to Mäkikangas (2022), individuals with strong psychological resilience are better able to cope with work-related stress. Additionally, as Manalo (2019) noted, experienced teachers are generally able to maintain their engagement and cope despite encountering stressors and called for institutional support to support mental endurance.

The enthusiasm and energy that teachers demonstrated in their work was moderate (3.23, Agree), which is consistent with Llorente and Almagro's (2024) research showing that organizational commitment and teacher effectiveness are positively associated to work engagement.

The inspiration to report to work every day was rated slightly lower (3.13, Agree), indicating that external factors, such as workload and financial considerations, might sway the enthusiasm of teachers. According to research by Flynn (2011) and Malik (2010), employee engagement is also dependent on fair compensation and work environment.

The lowest-rated indicator was sustaining energy over long periods (3.04, Agree), showing that long working hours and workload-related fatigue impact teachers on their ability to sustain energy. In their study, Nguyen and Tuan (2022) identifies that within public sector, an increase in workloads correlates negatively with job satisfaction levels.

### 3.2 Work Engagement in Terms of Dedication

Dedication shows a teacher's sense of dedication, dynamic nature, and pride in their work, which has a great impact on the quality of instruction in public senior high schools. This accountability inspires teachers to invest every day, trying to advocate for success for students and build a positive setting for learning, notwithstanding their challenges.

The top average rating of 3.49 indicates that teachers are held in high regard for their work and how they can influence students and society positively. This supports the study by Manalo (2019) and Lim (2024) that revealed teachers find their contributions meaningful and rewarding. Many teachers said that seeing students grow and succeed is rewarding and reinforces their commitment to teaching. Even in the face of challenges such as limited resources or large classroom sizes, teachers are dedicated to their profession because of the positive impact they have on students' lives.

With an average score of 3.41, teachers view their profession as both challenging and rewarding. According to Acadio, Diola & Distor (2023), many teachers take pleasure in overcoming daily obstacles since these experiences foster professional growth. Teachers noted that managing large classes, addressing diverse learning needs, and delivering lessons across various strands such as ABM, STEM, HUMSS, and TVL are demanding but gratifying tasks. Furthermore, Türk, E. F., & Korkmaz, Ö. (2022) emphasizes the significant impact of dedication on teachers' professional attitudes, verifying earlier studies that associate dedication with job satisfaction and performance outcomes.

The mean score of 3.36 suggests that teachers display considerable enthusiasm and a positive attitude towards their work. Based on the study of Llorente & Almagro (2024), many teachers expressed deep passion for teaching, finding inspiration in the chance to impact students' lives significantly. They emphasized building strong connections with students while supporting them both academically and personally. Numerous teachers noted experiencing fulfillment when witnessing students reach their goals.

Teachers are greatly inspired and motivated in their careers, with an average rating of 3.34 (Agree). A multitude of teachers have claimed that assisting students to unlock their potential and find success gives them indescribable joy. Teachers play a huge role in developing learners as they guide them in work immersion programs and career preparation initiatives in public senior high schools. Though such academic concepts provide a competitive edge in the workplace, the TVL in the K-12 program assists students in acquiring TESDA National Certificates (NC), which offer them skills useful for different industries, while academic teachers prepare students for higher education.

The mean score of 3.33 also means that teachers believe their roles are important in molding the student and the society. This finding is consistent with Blazar and Kraft (2016), who found that the impact of teachers goes beyond test scores, with teachers exerting a significant positive impact on the attitudes, behaviors, and success of students. According to the research, the effects of teachers extend well beyond the classroom into student self-efficacy, classroom well-being and behavioral development – which are all key to success far beyond a given school year.



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### 3.3 Work Engagement in Terms of Absorption

Public senior high school teachers' concentration regarding their efforts and absorption during their shared workdays often causes them to lose a sense of time. This magnitude of commitment, even as the educational sector faces challenges, is vital to facilitate the conditions for an engaging and fruitful learning environment.

The highest rated factors relate to pleasure and being actively engaged in work, delivering an average score of 3.19 (Agree). In a comparable way, a 2022 study conducted by Shu highlighted that the commitment and self-efficacy of teachers serve as important predictors of both work engagement and overall well-being. Also, Bakker & Bal (2010) discovered that employees who enjoy their work tasks will continue to be motivated and productive over time.

Teachers often share stories of how they become so immersed in their work that time flies. Teachers hit up against many challenges, but an average score of 3.16 reflects that they often experience a state of flow, keeping their focus. These observations support Rich et al. (2010), who discovered that those absorbed in their tasks sometimes forget the time. The teachers express their commitment, interest, and exertion based on the quantity of lessons, assessments, and mentorship time with students, all signs of their degree of effort.

Another dimension of teacher engagement is the ability to remain focused and tune out of distractions from outside, with an average rating of 3.14. The resilience highlights teachers' devotion to their jobs, even in circumstances that could have caused disruption. Maghfirroh and Sari (2024) demonstrated that resilience significantly enhances work engagement among high school teachers. Teachers exhibiting strong resilience demonstrate an enhanced ability to maintain their enthusiasm and dedication to their profession, even in the face of challenges.

Furthermore, with an average score of 3.06, teachers are committed as they always engage with their job. Despite lesson planning, assignments to grade, and having to deal with extracurriculars, they often do more than expected to provide students with a quality education.

The lowest rated aspect relates to teachers' ability to "switch off" following work, which obtained an average score of 2.14 (Disagree). This suggests that teachers can effectively separate their professional responsibilities from their personal lives, hence shielding them from exhaustion. Establishing clear boundaries enables them to rest and promote their well-being, and to do so successfully. Sonnentag (2012) further highlighted the importance of psychological detachment from work by explaining that employees who can switch off during non-working time experience that employees better general well-being. In addition, to balance work and life pressures more efficiently, policy reforms like DepEd Memo no. 005 s. 2024 also released to lighten teacher loads.

A total average score of 3.18, translated as Agree, signifies that teachers have a favorable degree of job involvement. This indicates they are largely committed, motivated, and actively participating in their professional responsibilities, which contributes positively to students' learning experiences. The findings emphasize dedication as the most significant factor influencing teachers' work engagement; this indicates that an intense feeling of goal and passion in the positions they hold sustains their continuous work and excitement.

### 4. Relationship between Job Motivation and Organizational Commitment

The following part analyzes the relationship involving the independent variable, work motivation, and the dependent variable, organizational commitment.

Table 4  
Relationship of Job Motivation and Organizational Commitment

Predictor	Coefficient	SE	p-value	Significance
Job Motivation -> Organizational Commitment (Total Effect)	0.252	0.078	0.001	Significant

Table 4 demonstrates the relationship regarding job motivation and organizational commitment, showing a coefficient of 0.252 with a standard error of 0.078 and a p-value of 0.001. This beneficial and substantial correlation indicates that higher levels of job motivation correspond to stronger organizational commitment among public senior high school teachers, thus supporting Hypothesis 1 (H1). In other words, motivated teachers tend to be more dedicated to their schools. The findings imply that even modest increases in motivation can lead to notable improvements in teacher commitment. Additionally, the low standard error suggests reliability in the effect observed, while the significant p-value confirms its robustness.

These results support the work of Ryan and Deci (2000), who underlined that intrinsic motivation, fueled by elements such as a passion for teaching and student development, foster stronger organizational attachment. Likewise,



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Meyer and Allen's (1991) study found that affective commitment stems from employees who are emotionally invested in their workplace. Suyono's work in 2021 similarly indicated that an organized work environment boosts job motivation along with organizational dedication. The current study confirms these insights by confirming that when teachers feel motivated and supported they demonstrate increased commitment which contributes to enhanced productivity.

In practice, the findings indicate that motivated teachers are more inclined to embrace their roles with enthusiasm and dedication. They generally find their work environment rewarding, particularly when they find satisfaction observing students learn and progress academically. Such recognition, when teachers feel appreciated and valued, is important and helps propel their loyalty and commitment to their schools. When a teacher is recognized by school administrators and praised/gratitude by students and parents, they become more attached to their work, which results in quality commitment.

Conversely, data shows that low levels of motivation can lead to apathy. If teachers have heavy workloads, are given limited resources, or feel unsupported by administration, they may be underappreciated and unhappy. Such discontent leads to a decline in commitment levels and an increase in staff turnover, both of which have adverse impacts on the learning environment. It is not surprising that schools where teachers are over-burdened with duties other than their primary teaching obligations, but their motivation is likely to subside, and this will see their commitment to the organization decline.

For instance, there are government programs such as the issuance of DepEd Order No. 42, s. 2017 – adopting the Philippine Professional Standards for Teachers to foster teacher continuous professional growth, and DepEd Order No. 11, s. 2019 – promulgating the NEAP Recognition Policy to enable access to high-quality professional and personal growth programs, which reflects efforts aimed at sustaining and enhancing the motivation of teachers. Such policies provide learning and promotion possibilities in which teachers are encouraged to improve their teaching while being responsible for their tasks.

## 5. Relationship between Job Motivation and Work Engagement

Teachers who demonstrate high levels of motivation tend to show increased engagement and involvement in their professional roles, thereby improving their overall work engagement (Huo & Wang, 2024).

Table 5  
 Relationship of Job Motivation and Work Engagement

Predictor	Coefficient	SE	p-value	Significance
Job Motivation -> Work Engagement (Direct Effect)	0.576	0.097	0.000	Significant

In table 5 we can see the direct influence of job motivation on work engagement with a coefficient equal to .576, and SE of 0.097 and p-value of 0.000. The positive connection indicates that an increase in employment motivation corresponds with heightened involvement in the job of public senior high school teachers also increases. The preceding table shows the coefficient value of 0.576 indicates that the correlation is high enough and positively significant, which means that with the increase of the teachers' motivation, the increase of the teachers' work engagement level is ensured. This finding substantiates Hypothesis 2 (H2), indicating that job motivation plays a crucial role in improving teachers' engagement in their professional environment. Furthermore, the minimal standard error indicates the dependability of the effect, and the highly significant p-value reinforces the strength of the findings.

The findings are consistent with the self-determination hypothesis, which suggests that individuals exhibiting assessed levels of both intrinsic and extrinsic motivation show heightened enthusiasm and commitment in their professional activities (Gagné & Deci, 2015). Furthermore, Deepalakshmi et al. (2024) highlighted that staff members displaying high levels of enthusiasm are likely to show increased emotional and cognitive engagement in their tasks, which subsequently correlates with improved performance and heightened organizational productivity.

The Department of Education (DepEd) implements numerous programs to improve enthusiasm for teaching and promote job engagement among public senior secondary school teachers in the Philippines. DepEd Order No. 32, s. 2009 delineates regulations and procedures designed to improve the appropriate implementation of the National Competency-Based Teacher Standards. This order advocated for ongoing professional development through the implementation of reflective teaching practices and self-assessment methodologies. Teachers who are motivated to meet these standards often report higher job satisfaction and exhibit greater professionalism.





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In addition, an award and recognition program such as Gawad Parangal sa Natatanging Guro also serves as a strong extrinsic motivator when honoring teachers with exceptional experiences. Giving a teacher even a little recognition for doing their job goes a long way in their overall sense of accomplishment and continuing dedication to the work they do. Likewise, the Brigada Eskwela, which involves facilitating as a community in the maintenance of schools, espouses a communal feeling of ownership. These programs often result in greater motivation and engagement from the teachers involved, who cite being recognized for their efforts as having a huge impact on their attitudes.

For example, a teacher with outstanding teaching skills or strong leadership skills may be met with increased motivation, leading to higher work engagement. Conversely, teachers who lack professional development incentives or appreciation may become disengaged, causing a decline in their overall effectiveness.

## 6. Mediating Role of Work Engagement on Job Motivation and Organizational Commitment among Public Senior High School Teachers

The relationship between job motivation and organizational commitment among teachers is positively influenced, with work engagement acting as a mediating factor in this dynamic (Lobrigo et al., 2023). It also explored how work engagement works as an intermediary to strengthen the bond in terms of teachers' performance and institutional loyalty

Table 6

Mediating Effect of Work Engagement in the Relationship between Job Motivation and Organizational Commitment

Variables	Coefficient	SE	p-value	Significance
<i>Total Effect</i>				
<b>Job Motivation -&gt; Organizational Commitment</b>	0.252	0.078	0.001	Significant
<i>Direct Effect</i>				
<b>Job Motivation -&gt; Work Engagement (a)</b>	0.576	0.097	0.000	Significant
<b>Work Engagement -&gt; Organizational Commitment (b)</b>	0.119	0.055	0.030	Significant
<b>Job Motivation -&gt; Organizational Commitment (c)</b>	0.183	0.083	0.029	Significant
<i>Indirect Effect</i>	0.069	0.085	<b>Partial Mediation</b>	

As shown in Table 6, the table reveals that work engagement in turn acts as an intermediary of job motivation and organizational commitment of public senior high school teachers. The total effect, identified by a coefficient of 0.252, a standard error of 0.078, and a p-value of 0.001, discloses a significantly positive correlation connecting job motivation and organizational commitment. The findings suggests that driven educators are probably going to indicate greater dedication to their schools, contributing to creating stable and productive educational environments.

The direct effect results highlight the significant influence of job motivation on work engagement, indicated by a coefficient of 0.576 and a p-value of 0.000. This close bond implies that motivated teachers, whether through personal fulfillment or external rewards, tend to be more actively involved in their duties. Moreover, work engagement positively impacts organizational commitment with a coefficient of 0.119 and a p-value of 0.030; engaged teachers often form stronger connections with their institutions, supporting school objectives and fostering long-term dedication.

Organizational commitment is directly and significantly influenced by job incentive, indicated by a coefficient of 0.183 and a p-value of 0.029, even when accounting for the mediating role of work engagement. The indirect effect with a coefficient of 0.069 and a standard error of 0.083. suggests partial mediation despite the absence of an associated p-value. This indicates that while work engagement boosts job motivation's influence on organizational commitment to some extent, it doesn't fully account for this relationship. In other words, motivated teachers stay committed to their schools irrespective of their degrees, but they are more committed when the degrees are higher.

For instance, preparing for school-based activities like Brigada Eskwela, where both school maintenance and community service play a great part, often seems to be more motivating for the teachers. Your involvement in school-based organizations or leadership roles in student clubs can also enhance a greater sense of belonging and commitment. This kind of connectivity is further fortified by organizing events such as Math and Science Fairs.



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Moreover, when schools are awarded for their efforts like the Regional Outstanding Public-School Teachers Award, for example, it shows appreciation towards their teachers and encourages their involvement even more.

Although they do have high engagement levels, elements such as financial instability and excessive workloads can lower commitment even if engagement is high. Deduction due to government loans (GSIS or PAG-IBIG) causes severe financial stress to many public school teachers, which in turn affects their job satisfaction. Some teachers could seek new employment overseas via the Japan Exchange and Teaching (JET) Program or Job Orders in other nations where high pay and career possibilities are offered.

These insights highlight the need to regionalize human resource management (HRM) strategies in order to keep teachers interested. Continued local recognition programs, leadership training, and career advancement opportunities by HR managers and school administrators can potentially increase work involvement. Creating mentorship systems, whereby veteran teachers coach newcomers, can also boost commitment and engagement. In addition, alleviating external pressures can also be achieved by promoting equitable task distribution or offering services for financial counseling and loan management. When HR professionals use their knowledge to foster a pleasant and interesting workplace, they can elevate teacher engagement, leading to better performance within the school and a richer learning experience for students.

## Conclusions

The findings of this research demonstrate that public senior high school teachers typically illustrate a moderate degree of job motivation, with safety needs identified as the predominant influencing factor. However, physiological needs, especially concerning inadequate salaries, continue to pose a considerable issue. Teachers exhibit a significant level of organizational commitment, particularly in terms of normative commitment. However, their affective commitment, which reflects emotional attachment to their institutions, appears to be comparatively lower, suggesting opportunities for enhancement. Their commitment to their profession is evident by concentrated attention, a tempered enthusiasm, and a profound sense of pride and purpose in their responsibilities. There is a notable correlation between job motivation and organizational commitment, indicating that teachers who exhibit higher levels of motivation tend to demonstrate greater alignment with the goals and values of their respective schools. In a similar vein, the level of job motivation has a direct and significant effect on teachers' work engagement. Educators exhibiting higher levels of motivation are likely to show increased enthusiasm, concentration, and dedication, all of which contribute positively to student performance. Furthermore, it has been observed that work engagement serves as a partial mediator in the relationship between job motivation and organizational commitment. However, it is essential to acknowledge that additional factors, including compensation and opportunities for career advancement, significantly contribute to the development of long-term commitment to the organization.

## Recommendations

The findings of the study suggest that it is advisable for school administrators, such as principals and head teachers, to establish regular recognition programs and offer accessible professional development opportunities. These measures are intended to improve motivation and facilitate career advancement for public senior high school teachers. Programs designed to cultivate emotional connections and a sense of belonging – through mechanisms like transparent communication, collaborative activities, and recognition events – have the potential to enhance teachers' emotional commitment. It is imperative for human resource personnel operating at the divisional level to implement professional development programs that emphasize stress management and task balancing. These programs should integrate well-being initiatives and promote flexible task distribution to ensure sustained levels of engagement and commitment among employees. Furthermore, educational institutions may implement appreciation initiatives, including annual awards or monthly recognition events, to acknowledge teachers' accomplishments and strengthen their commitment to the organization. Engaging with local training institutes has the potential to enhance teacher support by providing seminars, mentoring opportunities, and instructional workshops focused on effective teaching practices and classroom management strategies. It is essential for HR and HRMOs to focus on initiatives that enhance organizational commitment. This can be achieved by encouraging teacher participation in leadership roles, implementing mentorship programs, establishing recognition awards, and supporting school development efforts.

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