

A PATH MODEL OF ORGANIZATIONAL COMMITMENT OF TEACHERS AS ESTIMATED BY WORK ENGAGEMENT, ACCOUNTABILITY AND AUTONOMY

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ABSTRACT

This study attempted to investigate the work engagement, accountability, autonomy and organizational commitment of elementary and secondary public-school teachers. Four hundred teachers from M'lang Central district, Cotabato participated during the conduct of this study for the S.Y. 2021-2022. This study used a path analysis method using quantitative approach. The data gathering tool contained an adopted questionnaire coming from the different authors. Mean, standard deviation, Pearson product moment correlation, multiple regression analysis and structural equation modeling were used in statistical tool. Based on the results and findings of the study, teacher work engagement, accountability, autonomy and organizational commitment were described as high. The results also revealed that there is a significant relationship between work engagement, accountability, autonomy and organizational commitment of teachers. Only work engagement have significantly predicted the organizational commitment of teachers compared to accountability and autonomy. Hypothesized model 5 have successfully met the criteria set by each index. This means that the model fits well with the data which can best explain the organizational commitment of teachers.

Keywords: *Organizational Commitment, Work Engagement, Accountability, Autonomy, Path Analysis, M'lang Central District*

INTRODUCTION

Teachers that are passionate about their work understand that it is their responsibility to promote active learning among their pupils as well as their intellectual and moral development. Teachers that are passionate about their work, with enthusiasm, strengthen their dedication and commitment, and believe in the significance of their work (Fried, 2019). As cited to robust empirical evidence, teachers can and do make a difference, and continuous high-quality instruction backed by intentional professional development can and does result in significant gains in student learning (Thapan, 2018).

Mohammadtaheri (2019) conducted study on the crucial elements that determine how committed teachers are to their organizations. He asserted that between 75% and 92% of teachers remained in the field due to their positive relationships with their coworkers and school administrators, feelings of fulfillment at work, and the encouragement and acknowledgment they received for their accomplishments. This outcome underlined the effort made by school administration to effectively push teachers to work harder.

Several research utilizing qualitative approach and other mixed methods design have been undertaken to examine the determinants and other variables affecting organizational commitment of teachers. The relationship between teachers' occupational commitment and other factors including work engagement, accountability, and autonomy has not yet been examined in a path analysis model study. Because of this, the researcher is determined to close the gap between these variables by developing theoretical frameworks and models that illustrate how each variable in this study is related to the others.

By filling up the research gap, this study aids in educating teachers, administrators, and the entire school community on the significance of organizational commitment to teaching, which greatly contributes to the engagement, accountability, and autonomy of school teachers. This study was also crucial for implementing policies related to the expansion of the teachers' professional development program in the future. All government-provided plans can be fully utilized if teachers have a comprehensive awareness of the factors affecting their organizational commitment.

This study gives policy makers in the nation information about the state of teacher education, which improves teacher organization by boosting the number of newly qualified teachers hired. When policy makers conduct thorough study on the educational objective, realistic knowledge was provided, enabling them to create the educational course's framework in a way that boosts the future teachers' involvement in the educational process. Finally, the general public becomes aware of their contribution to supporting teachers' social support systems and professional development methods.

FRAMEWORK

This study was anchored on Becker's Theory of Commitment propounded by Becker (1960). This theory contends that organizational commitment is a structural phenomenon that develops over time as a result of individual-organizational interactions and changes to side bets. As a result, the stakes in leaving an organization increase in proportion to how much one invests in it in terms of time, effort, skill, and other personal resources. As a result, it is reasonable to anticipate that an individual will become more personally invested in an organization over time.

The aforementioned commitment develops when a person, through a side wager, connects unrelated interests with a regular line of action. For example, someone choosing a profession in an organization prefers to stay there and may not always exhibit the normal behavior pattern associated with an economic man (Becker, 1960). At least, one does not change employment and organizations as frequently as the market circumstances do. As cited by Becker, one reason a person can be so committed to an organization is that as they stayed with the group, they continued to pursue other interests that were initially unconnected to the aforementioned organization. This raises his or her separation or severance expenditures to the point that other options become unappealing. The aforementioned interests may pertain to a person's personal principles, professional obligations, or other background elements. As a result, the verification of Becker's theory of commitment is considered as requiring consideration of personal, background, and occupational characteristics.

Organizational commitment's links to demographic factors, background factors, and work factors were shown through a study of the literature in this area (Hrebiniak & Alutto, 1972). Age, sex, education, marital status, and wealth were among the demographic characteristics that were found to have varying relationships with organizational commitment (Grusky, 1966; Jamal, 1976; Stone & Porter, 1975). Longevity of service, skill level, mobility orientation, and other background characteristics were discovered to be connected to organizational commitment (Stone & Porter, 1975; Dubin et al., 1975).

METHOD

Research Design

This study utilized the descriptive-correlational research design. Descriptive research design was used to obtain information concerning the current status of the phenomena to describe (Shuttleworth, 2008). Moreover, it is a fact-finding study that will allow the researcher to examine characteristics, behaviors, and experiences of study participants (Calmorin, 2007). Furthermore, the correlational design was used to identify the strength and nature of association between two or more variables (Creswell, 2003).

Respondents

The public-school teachers in elementary and secondary level in M'lang, Central district were the respondents of this study. Using the Slovin's formula to compute the sample size, a total of 400 teachers were selected using the stratified sampling technique.

Instruments

Sets of adopted questionnaires were used to gather data from the respondents. Even if the tools already have validity and reliability assessment. These instruments were subjected to validity and reliability test. The instruments include: organizational commitment questionnaire (Cagri San & Tok, 2017), work engagement questionnaire (Schaufeli & Bakker (2004), accountability questionnaire (Kanika, 2016) and autonomy questionnaire (Marshall, 2019).

Statistical Tools

Mean and Standard Deviation was used to determine the levels of organizational commitment, work engagement, accountability and autonomy of teachers. Moreover, the Pearson Product Moment Correlation was utilized to determine the relationship between organizational commitment, work engagement, accountability and autonomy of teachers. In addition, multiple regression analysis was used to measure the organizational commitment, work engagement, accountability and autonomy. Furthermore, structural equation modeling was employed to assess the interrelationships of the variables.

RESULTS AND DISCUSSION

Level of Organizational Commitment of Teachers

Table 1 shows the level of organizational commitment of teachers in Central district of M'lang, Cotabato. The organizational commitment of teachers contains three indicators namely, affective commitment, continuance commitment and normative commitment. The overall mean for organizational commitment is 4.06 which can be described as high.

The affective commitment generates a mean score of 4.18 which described as high. This implies that teachers exhibit high level of commitment in their school organization. This was supported by the assertion of Beck and Wilson, (2018) that employees' emotional ties to, identification with, and involvement in the company are referred to as affective commitment. Employees who have a high level of emotional commitment stay on staff with the company because they want to.

In the same way, continuance commitment reaches a mean score of 3.94 which described as high. This indicates that teachers frequently exhibit organizational commitment in school. The finding is congruent to the explanation of Beck and Wilson, (2018) that employees that are primarily connected to the company through a continuing commitment do so out of necessity. It is possible to think of continuity commitment as an instrumental attachment to the organization, where the person's affiliation with the organization is based on an evaluation of the financial benefits received.

On the other hand, normative commitment has a mean score of 4.06 which described as high. It implies that teachers maintain high level of organizational commitment in their workplace. The result is aligned to the statement of Meyer and Allen (2019), that high levels of normative commitment among employees lead them to believe they should stay with the company. Individuals are compelled to maintain membership in the organization due to internalized normative notions about responsibility and obligation.

Table 1. Level of Organizational Commitment of Teachers

Organizational Commitment Items	Mean	Std. Deviation	Description
Affective Commitment	4.18	.430	High
Continuance Commitment	3.94	.656	High
Normative Commitment	4.06	.715	High
OVERALL	4.06	.557	HIGH

Level of Teachers' Work Engagement

Table 2 shows the level of work engagement of teachers in Central district of M'lang, Cotabato. The work engagement of teachers contains three indicators namely, vigor, dedication and absorption. The overall mean for this variable is 4.09 which can be described as high.

In terms of vigor, the mean score is 4.05 which described as high. This means that teachers frequently exhibit high level of work engagement in school. The result is corroborated with the conclusion of Shirom (2019) that high levels of energy and mental fortitude when working, the willingness to put effort into one's task, and persistence in the face of hardship are characteristics of vigor. An employee's feelings associated to physical strength, emotional energy, and cognitive activity are referred to as vigor, which is a collection of interrelated affective states experienced by employees where they work.

As of dedication, it reaches a mean score of 4.32 which described as high. This implies that teachers exhibit high level of work engagement in their teaching profession. This was supported by the assertion of Van Scotter and Motowidlo, (2019) that the intense involvement in one's work along with feelings of significance, challenge, pride, passion, and inspiration are portrayed as the second important notion, the dedication dimension. The effectiveness and motivation of employees in performing their duties and responsibilities have a significant impact on the attainment of company goals and interests.

With regards to absorption, it generates a mean score of 3.90 which described as high. The result indicates that teachers maintain high level of work engagement in their workplace. The result is parallel to the statement of Rayton and Yalabik, (2018) that the absorption dimension shows when an employer has trouble distancing themselves from their responsibilities while remaining totally focused and enthusiastic about their work. The degree to which someone feels absorbed in his work allows him to shut off his surroundings. It is very focused and unaware of how long it has been working.

Table 2. Level of Teachers' Work Engagement

Work Engagement Items	Mean	Std. Deviation	Description
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Vigor	4.05	.640	High
Dedication	4.32	.693	High
Absorption	3.90	.661	High
OVERALL	4.09	.589	HIGH

Level of Teachers' Accountability

Table 3 shows the level of accountability of teachers in Central district of M'lang, Cotabato. The accountability of teachers contains four indicators namely, accountability to students, accountability to colleagues, accountability to authorities and accountability to non-teaching staff. This variable generates an overall mean of 4.49 which can be described as high.

In particular, accountability to students generates a mean score of 4.58 which described as high. This implies that teachers frequently exhibit high level of accountability in school. This was supported by the assertion of Price and Weatherby (2018) that teachers today work in a time of increased accountability. They are frequently held accountable for the work of their pupils. As a result, teachers under constant pressure because their teaching talents are evaluated based on how well their pupils achieve.

Similarly, the accountability to colleagues has a mean score of 4.49 which described as high. It indicates that teacher highly exhibit good accountability in their workplace. The result is corroborated to the conclusion of Moller (2019) that good coworker accountability promotes better working relationships, increases job satisfaction, and aids in team collaboration. It encourages more effective teamwork and gives employees more control over their job.

Meanwhile, the accountability to authorities reaches a mean score of 4.34 which described as high. This signifies that teachers maintain high level of accountability in their teaching profession. The finding is aligned to the statement of Dizon-Ross, (2018) emphasize that teachers in schools nowadays are held responsible for abiding by laws and spending money in accordance with those laws as laid forth by legislatures and boards of education. In order to achieve this, accountability mechanisms concentrated on inputs, such as the quantity of books in the library and the staff-to-student ratio.

In addition, accountability to non-teaching staff resulted a mean score of 4.54 which described as high. This shows that teachers highly exhibit good accountability in school. This was supported by the assertion of Escuredo (2019) that non-teaching employees have an important role in educational settings. Teachers should also establish connection with non-teaching staff members and encourage open, honest communication among them to prevent misunderstandings, conflict, and other associated issues.

Table 3. Level of Teachers' Accountability

Accountability Items	Mean	Std. Deviation	Description
Accountability to Students	4.58	.554	High
Accountability to Colleagues	4.49	.609	High
Accountability to Authorities	4.34	.542	High
Accountability to Non-Teaching Staff	4.54	.629	High
OVERALL	4.49	.508	HIGH

Level of Teachers' Autonomy

Table 4 shows the level of autonomy of teachers in Central district of M'lang, Cotabato. The autonomy of teachers contains two indicators namely, general autonomy and curriculum autonomy. The overall mean for teachers' autonomy is 4.13 which can be described as high.

In terms of general autonomy, the mean score is 4.23 which described as high. This means that teachers frequently exhibit high level of autonomy in school. The result is supported by the explanation of Lawson (2018) that the term general autonomy refers to choices about academic standards and individual professional discretion. Lawson contends that a teacher's autonomy may be centered on conceptions that are individualistic, collective, critical, or communitarian.

With regards to curriculum autonomy, it generates a mean score of 4.40 which described as high. This implies that teachers maintain high level of autonomy in their workplace. The finding is aligned to the statement of Pearson & Hall (2019) that the choice of activities, resources, methods, and order of instruction all pertain to curricular autonomy. The organizational decision-making is linked to distributed leadership, including participation in school policy, recruitment, and budgeting. It can be extended from establishing the curriculum to dealing with students and their problems or their parents.

Table 4. Level of Teachers' Autonomy

Autonomy Items	Mean	Std. Deviation	Description
General Autonomy	4.23	.590	High
Curriculum Autonomy	4.04	.746	High
OVERALL	4.13	.593	HIGH

Relationship between Variables

Table 5 shows relationship between work engagement, accountability, autonomy and organizational commitment of teachers. The results show that all the independent variables have significant relationship with the organizational commitment of teachers ($p < 0.05$).

In particular, there is a relationship between work engagement and organizational commitment ($r = .749^{**}$, $p < .05$). This suggests that the increase in work engagement would essentially increase the organizational commitment of teachers. The study's findings support Schaufeli and Salanova (2018) who examine the effects of employee engagement on organizational commitment. They discovered that as engagement levels rise, organizational commitment levels rise as well. Employee engagement has been found to be a strong predictor of organizational commitment in studies that have looked into the relationship between the two in the past (Saks, 2018; Shao, et al., 2019). Previous research has demonstrated that job involvement shared a strong association with organizational commitment (Oyewobi et al., 2019; Rosario Nez et al., 2020) as job involvement has been associated to employee engagement (Jordaan, 2018).

In the same way, there is a significant relationship between accountability and organizational commitment of teachers ($r = .486^{**}$, $p < .05$). This means that as accountability increases, the organizational commitment of teachers would also likely increase. The findings of this study corroborated Buric (2019) conclusion that teachers' levels of occupational commitment might change depending on the context in which they work as well as their own personal and professional characteristics, such as attitudes and behaviors. Therefore, depending on these conditions, the impact of accountability on professional dedication may be either reinforced or weakened. The formation of teachers' occupational commitment and their accountabilities may now be mediated by teacher behaviors connected to aspects of

occupational professionalism like contributing to the organization, showing emotional labor, and personal development.

Meanwhile, there is a relationship between autonomy and organizational commitment of teacher ($r=.419^{**}$, $p<.05$). This suggests that the increase in autonomy would essentially increase the organizational commitment of teachers. The finding was supported by Zhang et al., (2018) that Employees are more likely to stay in their current organizations when they believe they have discretionary control over how they carry out their organizational roles because this increases their sense of ownership over their work and motivates them to learn new skills (Malinowska et al., 2018). This study will evaluate this relationship in a different setting and during tumultuous times.

Table 5. Relationship between Variables

INDEPENDENT VARIABLES	ORGANIZATIONAL COMMITMENT OF TEACHERS		
	R	p-value	Remarks
Work Engagement and Organizational Commitment	.749**	.000	Significant
Accountability and Organizational Commitment	.486**	.000	Significant
Autonomy and Organizational Commitment	.419**	.000	Significant

*Significant at .05 level

Influence of Work Engagement, Accountability and Autonomy on Organizational Commitment of Teachers

Table 6 presents the results of regression analysis which purpose is to show the significant predictors of organizational commitment of teachers. The results indicate that only work engagement was found to be significant predictors of organizational commitment of teachers.

In particular, the teacher work engagement has significant direct effect on organizational commitment of teachers ($\beta=.739$, $p<.05$). This means that the regression weight for teacher work engagement in the prediction of organizational commitment is significantly different from zero at the 0.05 level (two-tailed). Thus, for every unit increase in work engagement there is a corresponding increase in the organizational commitment by .739. Through this, would imply that work engagement can improve better the organizational commitment of teachers. The study's findings, which have been backed up by researchers such as Maslach et al. (2018) show that manageable workload, a sense of control and choice, proper acknowledgement and reward, a supportive work environment, fairness and justice, as well as meaningful and valued work, can all have a beneficial impact on work engagement. They also came to the conclusion that engagement serves as a mediator between the six work-life elements and a variety of professional outcomes, including performance commitment, job satisfaction, and tenure.

However, the accountability does not significantly predict the organizational commitment of teachers ($\beta=-.011$, $p>.05$). This means that the regression weight for teacher accountability in the prediction of organizational commitment is not significantly different from zero at the 0.05

level (two-tailed). In other words, when the teacher accountability is decrease by 1, the organizational commitment of teachers would decrease by .011. This conclusion supports Roohollah and Maryam (2020) assertion that accountability is not a strong predictor of organizational commitment of an individual. Based on their study, a negative relationship was found between the two variables. They also asserted that an individual with low accountability in the organization develop and provides low and poor organizational commitment.

Similarly, autonomy do not significantly predict the organizational commitment of teachers ($\beta = -.055$, $p > .05$). This means that the regression weight for autonomy in the prediction of organizational commitment is not significantly different from zero at the 0.05 level (two-tailed). In other words, when the teacher autonomy is decrease by 1, the organizational commitment of teachers would decrease by .055. This is similar to study of Gebregiorgis and Xuefeng (2021) who claimed that autonomy has indirect effect and no significance relationship between organizational commitment particularly normative and continuance commitment. In some cases, the influence of autonomy on organizational commitment is not significant and resulted to low and negative results. In addition, they concluded that an employee with low autonomy in the organization tend to have a low commitment because they feel that they are not belong to the organization and they make less effort for it.

Table 6. Influence of Work Engagement, Accountability and Autonomy on the Organizational Commitment of Teachers.

Variables	Unstandardized Coefficients		Standardized Coefficient Beta	T	p-value	Remarks
	B	Std. Error				
(Constant)	1.129	.174		6.480	.000	
Work Engagement	.698	.044	.739	16.007	.000	Significant
Accountability	.012	.049	.011	.252	.801	Not Significant
Autonomy	.004	.039	.055	.113	.910	Not Significant

Note: $R = .358^a$, $R\text{-square} = .128$, $F = 14.539$, $P > .05$

STRUCTURAL FIT MODEL

Figure 7 presents the direct relationship of exogenous on the endogenous variables. Based on the results, the amount of variance explained by the combined influence of work engagement, accountability and autonomy on organizational commitment is 55 percent. Work engagement, accountability and autonomy significantly predict organizational commitment with beta values of .74, .01, and .00. Furthermore, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by $CMIN/DF > 3.0$, (NFI , TLI , CFI , $GFI < 0.95$), and $RMSEA < 0.05$ with a $PCLOSE > 0.05$. This means that the model does not fit with the data.

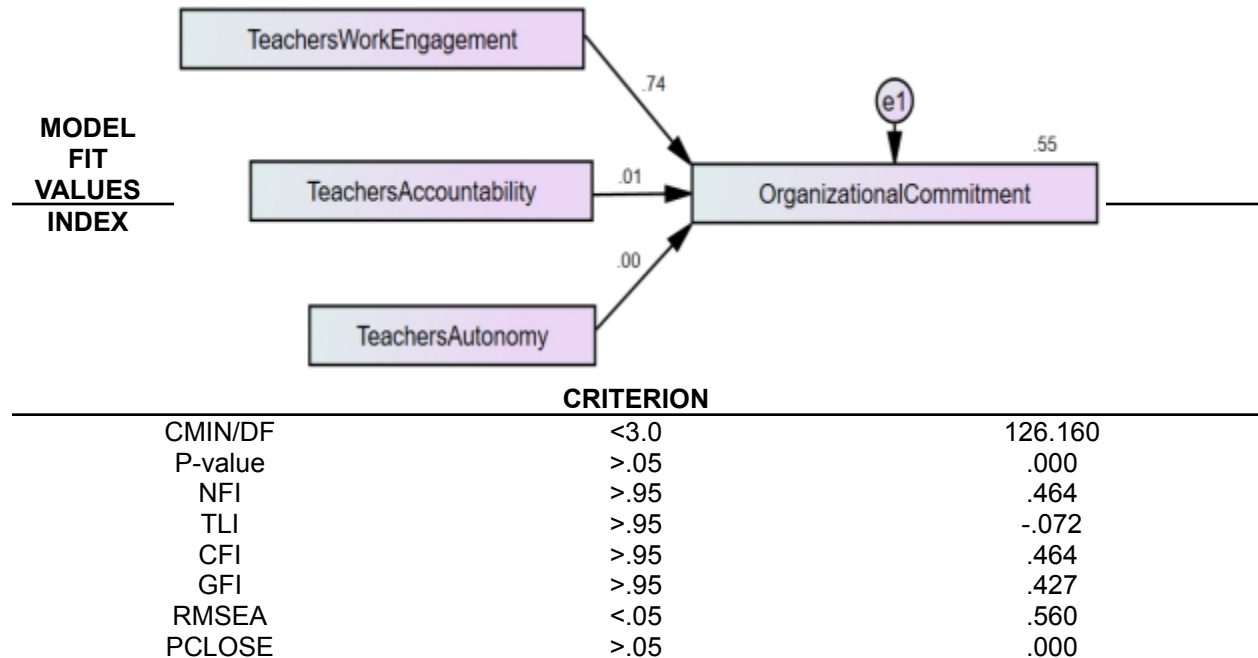
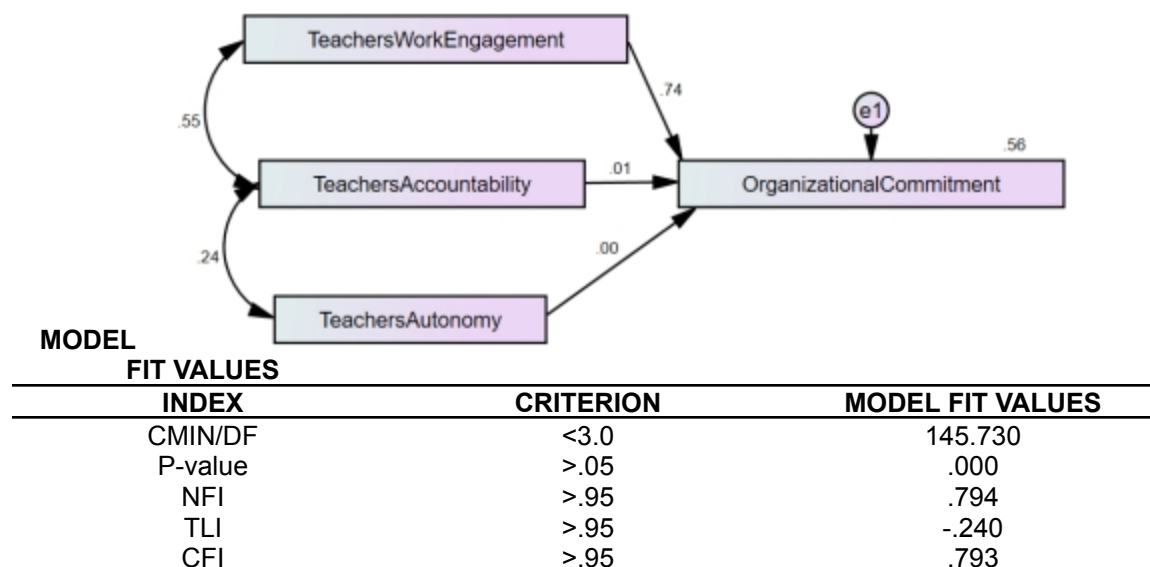


Figure 7. Test of Hypothesized Model 1

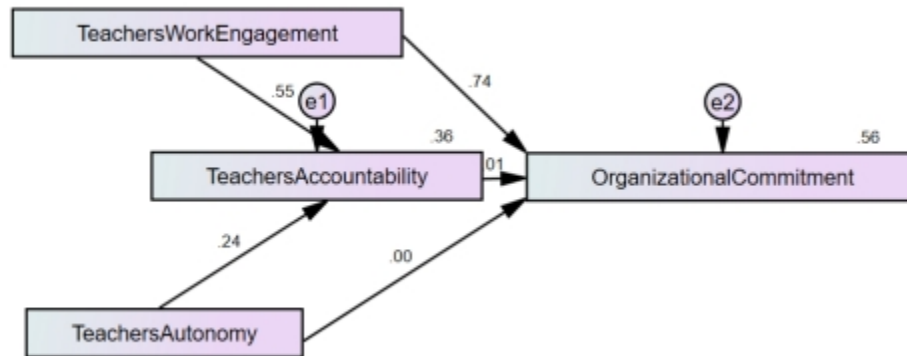
Figure 8 presents the results of Hypothesized Model 2. Based on the results, a total of 56 percent of the variance of organizational commitment is explained by the combined influence of work engagement, accountability and autonomy. Meanwhile, the work engagement, accountability and autonomy significantly predict organizational commitment with beta values of .74, .01 and .00, respectively. Moreover, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF < 3.0, (NFI, TLI, CFI, GFI > 0.95), and RMSEA < 0.05 with a PCLOSE > 0.05. This means that Hypothesized Model 2 does not fit with the data and a poor fit model of organizational commitment of teachers.



GFI	>.95	.772
RMSEA	<.05	.602
PCLOSE	>.05	.000

Figure 8. Test of Hypothesized Model 2

Figure 9 presents the results of Hypothesized Model 3. Based on the results, a total of 56 percent of the variance of organizational commitment is explained by the combined influence of work engagement, accountability and autonomy. Moreover, work engagement and autonomy explain 36 percent of the variance of accountability. Meanwhile, the work engagement, accountability and autonomy significantly predict teacher empowerment with beta values of .74, .01 and .00, respectively. Furthermore, work engagement and autonomy have direct effect on accountability with beta values of .55 and .24, respectively. The goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF < 3.0, (NFI, TLI, CFI, GFI > 0.95), and RMSEA < 0.08 with a PCLOSE > 0.05. This means that Hypothesized Model 3 does not fit with the data and a poor fit model of organizational commitment of teachers.

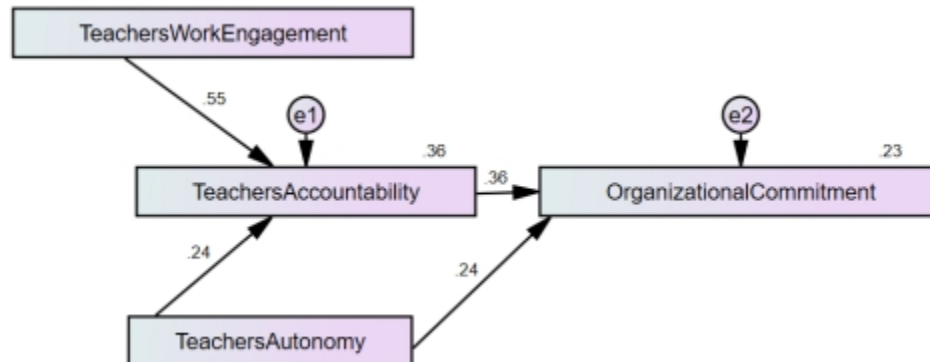


MODEL FIT VALUES		
INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	145.730
P-value	>.05	.000
NFI	>.95	.794
TLI	>.95	-.240
CFI	>.95	.793
GFI	>.95	.663
RMSEA	<.05	.602
PCLOSE	>.05	.000

Figure 9. Test of Hypothesized Model 3

Figure 10 presents the results of Hypothesized Model 4. Based on the results, a total of 23 percent of the variance of organizational commitment is explained by the combined influence of work engagement and autonomy. Moreover, work engagement and autonomy explain 36 percent of the variance of accountability. Meanwhile, the accountability and autonomy significantly predict organizational commitment with beta values of .36 and .24, respectively. Furthermore, work engagement and autonomy have direct effect on accountability with beta values of .55 and .24, respectively. The goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF < 3.0, (NFI, TLI, CFI, GFI > 0.95),

and RMSEA < 0.05 with a PCLOSE > 0.05. This means that Hypothesized Model 4 does not fit with the data and a poor fit model of organizational commitment of teachers



MODEL FIT VALUES		
INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	172.405
P-value	>.05	.000
NFI	>.95	.512
TLI	>.95	-.468
CFI	>.95	.511
GFI	>.95	.763
RMSEA	<.05	.655
PCLOSE	>.05	.000

Figure 10. Test of Hypothesized Model

Best Fit Model of Organizational Commitment of Teachers

The hypothesized model 5 in standardized estimates is presented in Figure 11. It can be observed in the results that 28 percent of the variance of organizational commitment is explained by the combined influence of accountability and autonomy. On the other hand, a total of 44 percent of the accountability can be attributed to work engagement and autonomy. Furthermore, the model illustrates the relationship of work engagement and autonomy ($r=.55$, $p>.05$), and the direct effect of work engagement and autonomy on accountability with beta values of .52 and .22, respectively. On the other hand, it shows the direct effect of accountability and autonomy on organizational commitment with beta values of .37 and .23. As shown in Table 7, all model fit value has successfully met the criteria set by each index (CMIN/DF=199.081 with its p-value >.05, (NFI, TLI, CFI, and GFI >.95), and RMSEA <.05 with a PCLOSE >.05. This means that the model fits well with the data which can be best explain the organizational commitment of teachers. This is supported by Arbuckle and Wothke (1999) denoting that CMIN/DF should be less than 3.0, and Tucker-Lewis Index (TLI) and comparative Fit Index (CFI) should be close to 0.90. Moreover, the RMSEA and PCLOSE values are supported by MacCallum, Browne and Sugawara (1996) indicating 0.01, 0.05, and 0.08 as excellent, good and mediocre fit respectively, with P of close fir (PCLOSE) that is greater than 0.05.

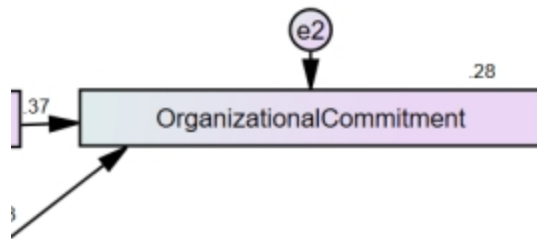


Figure 11. Test of Hypothesized Model 5

Table 7
Goodness of fit measures of the Hypothesized Model 5

MODEL FIT VALUES		
INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	199.081
P-value	>.05	.000
NFI	>.95	.918
TLI	>.95	-.696
CFI	>.95	.917
GFI	>.95	.957
RMSEA	<.05	.705
PCLOSE	>.05	.000

CONCLUSION

The teachers have high level of organizational commitment, work engagement, accountability and autonomy. On the other hand, all indicators such as work engagement, accountability and autonomy have significant relationship with organizational commitment of teachers. Furthermore, only work engagement was found to be significant predictors of organizational commitment of teachers. Hence, accountability and autonomy does not predict organizational commitment. Model that has successfully met the criteria set by each index. This means that the models fit well with the data which can best explain the organizational commitment of teachers.

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