

# Organizational Commitment as Mediating Factor of Work Engagement and Performance of Instructors in A Local College

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## ABSTRACT

Teachers' performance is a combination of behaviors, attitudes, and actions in the teaching-learning environment that leads to students meeting their academic objectives. This research aimed to determine whether organizational commitment significantly mediates the relationship between work engagement and the performance of instructors in a local college. A quantitative approach with descriptive and correlational methods was employed. The respondents of the study were the 42 full-time instructors of a local college in Davao del Norte. They were chosen through total population sampling technique. Mean, Pearson-r, regression, and mediation analysis were used to analyze the data, which were obtained using three adapted questionnaires. The findings revealed that work engagement and organizational commitment is high while performance of instructors is very high. It is also found out that there is a significant interrelationship among the three variables. Besides, it was revealed that there is a partial mediation of organizational commitment between work engagement and performance of instructors. The outcome suggests that to achieve a high level of performance, the instructors must be committed. Additionally, the more committed and engaged the instructor in their work is, the more possibilities for instructors to achieve higher performance.

**Keywords:** organizational commitment, work engagement, performance, college instructor, quantitative approach, descriptive and correlational methods, Pearson-r, regression and mediation analysis, Davao del Norte, Philippines

## THE PROBLEM AND ITS SETTING

### Background of the Study

Teachers' performance is a combination of behaviors, attitudes, and actions in the teaching-learning environment that leads to students meeting their academic objectives (Merlo, 2022). However, there are numerous issues with how well teachers perform in the classroom, including the absence of student teamwork, empathy, and support, teachers who are juggling too many tasks at once, a lack of planning time, a surplus of paperwork for data collection, failure to live up to administrative expectations, and the application of a prescribed curriculum to all types of learners (Dussault, 2018). According to Rinantanti, Bin-Tahir, & Suriaman (2019), teachers perform poorly because they do not efficiently use their time or use a variety of teaching techniques that are appropriate for the students' ages, talents, and level of content difficulty. Also, teachers' performance is affected by the working conditions, administrative support, and student behavior (Ertürk, 2021). In the Davao region, as articulated by Almagro (2023), teachers are deemed the most crucial group of professionals for the nation's future, making it all the more perplexing that dissatisfaction and suboptimal job performance persist among educators.

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Addressing these problems and bringing awareness to the educational environment that our teachers and students face daily can help improve teacher retention, student success rates, and the overall quality of

education in our schools (Meador, 2019). Teachers' performances positively affect the effectiveness of the school. When it is recognized that building effective schools are a difficult process, teachers are expected to be involved and perform at a high level in order to overcome these challenges and achieve the school's basic objectives at the desired level (Özgenel, M. and Mert, P., 2019). Furthermore, teachers' performance impacts hugely on how effectively students advance in their learning process (Teacher Academy, 2022).

Much research has been carried out in the international setting investigating factors related to teachers' performance. However, the researcher has not come across a study that links organizational commitment as mediating variable between work engagement and teachers' performance. Hence, the researcher finds the urgency to conduct this study to fill the gap in the literature covering these subjects, especially in the local context, specifically in the Municipality of Santo Tomas. Therefore, the researcher of this study is deeply interested to determine the mediating effect of organizational commitment on the relationship between work engagement and the performance of instructors in a local college within the municipality of Santo Tomas.

The results of this study are expected to contribute to the identification of elements that are present in the performance of the instructors, and they may contribute to the construction of an epistemology of professional practice, aiming that this study will contribute to the ongoing efforts in raising instructors' performance in the local colleges.

### **Statement of the Problem**

This research sought to investigate whether organizational commitment significantly mediates the relationship between work engagement and the performance of instructors in a local college. Specifically, this sought responses to the following questions:

1. What is the level of work engagement of instructors in terms of:
  - 1.1 vigor;
  - 1.2 dedication; and
  - 1.3 absorption?
2. What is the level of performance of instructors in terms of:
  - 2.1 planning;
  - 2.2 development; and
  - 2.3 result?
3. What is the level of organizational commitment of instructors in terms of:
  - 3.1 affective commitment;

- 3.2 normative commitment; and
- 3.3 continuance commitment.
4. Is there a significant relationship between:
  - 4.1 work engagement and performance of instructors in a local college;
  - 4.2 work engagement and organizational commitment in a local college; and
  - 4.3 organizational commitment and performance of instructors in a local college?
5. Does organizational commitment significantly mediate the relationship between work engagement and the performance of instructors in a local college?

### **Hypotheses**

The following hypotheses were tested at a 0.05 level of significance.

1. There is no significant relationship between:
  - 1.1 work engagement and performance of instructors in a local college;
  - 1.2 work engagement and organizational commitment in a local college; and
  - 1.3 organizational commitment and performance of instructors in a local college.
2. There is no significant mediating effect of organizational commitment on the relationship between work engagement and the performance of instructors in a local college.

### **Theoretical Framework**

This study was anchored on the job demands-resource (JD-R) model by Bakker, Demerouti, & Verbeke (2004), a well-established theoretical framework used in understanding how certain job characteristics contribute to explaining variance in both in-role and extra-role performance through work engagement. This study was also based on the proposition of Sittar (2020), which states that there was a weak positive correlation between work engagements and the job performance of university teachers. Furthermore, according to Kilonzo, Were, & Odhiambo (2018), work engagement has a statistically significant influence on the performance of the teachers.

This study was also anchored on the Social Exchange Theory by Blau (1964) which states that employees tend to act in ways that reflect their organization or manager's treatment. Bakker and Demerouti (2008) and Field and Buitendach (2011) posit that work engagement has a correlational and predictive relationship with organizational commitment. Organizational commitment is an important workplace outcome and work engagement is strongly related to it (Field and Buitendach 2011). It is also evident that work engagement mediates the relationship between characteristics of the job and positive work outcomes such as organizational commitment (Hakenen et al., 2006; Llorens et al., 2006; Saks, 2006; Simpson, 2008).

Schaufeli and Salanova (2007) studied work engagement and found that when the engagement level increases the level of organizational commitment increases as well.

This study was also based on the idea that organizational commitment is an important factor in improving teacher performance (Widjajani, Khotimah, Suyitno, & Jatmoko, 2022). There is a simultaneous and partial influence of motivation, work milieu, and organizational commitment on teacher performance where the dominant variable affecting teacher performance is organizational commitment (Istanti, Soeherman, Budianto, Noviandari, & Sanusi, 2020). Furthermore, the organizational commitment had a positive and significant effect on teacher performance, concluded by (Wahyuni et al., 2018) and (Ahmad et al., 2018).

### Conceptual Framework

Presented in the figure is the conceptual paradigm of this research. The independent variable of this study is work engagement as emphasized by Schaufeli and Bakker (2003) comprising its three (3) components such as vigor, dedication, and absorption. The mediating variable is the organizational commitment in which the measures are identified by Kennedy (2006) such as affective commitment, normative commitment, and continuance commitment. Moreover, the dependent variable of the study is the performance of instructors with indicators of planning, development, and result as indicated by Hadi, S. H., Muhidin, S. A., & Santoso, B. (2019).

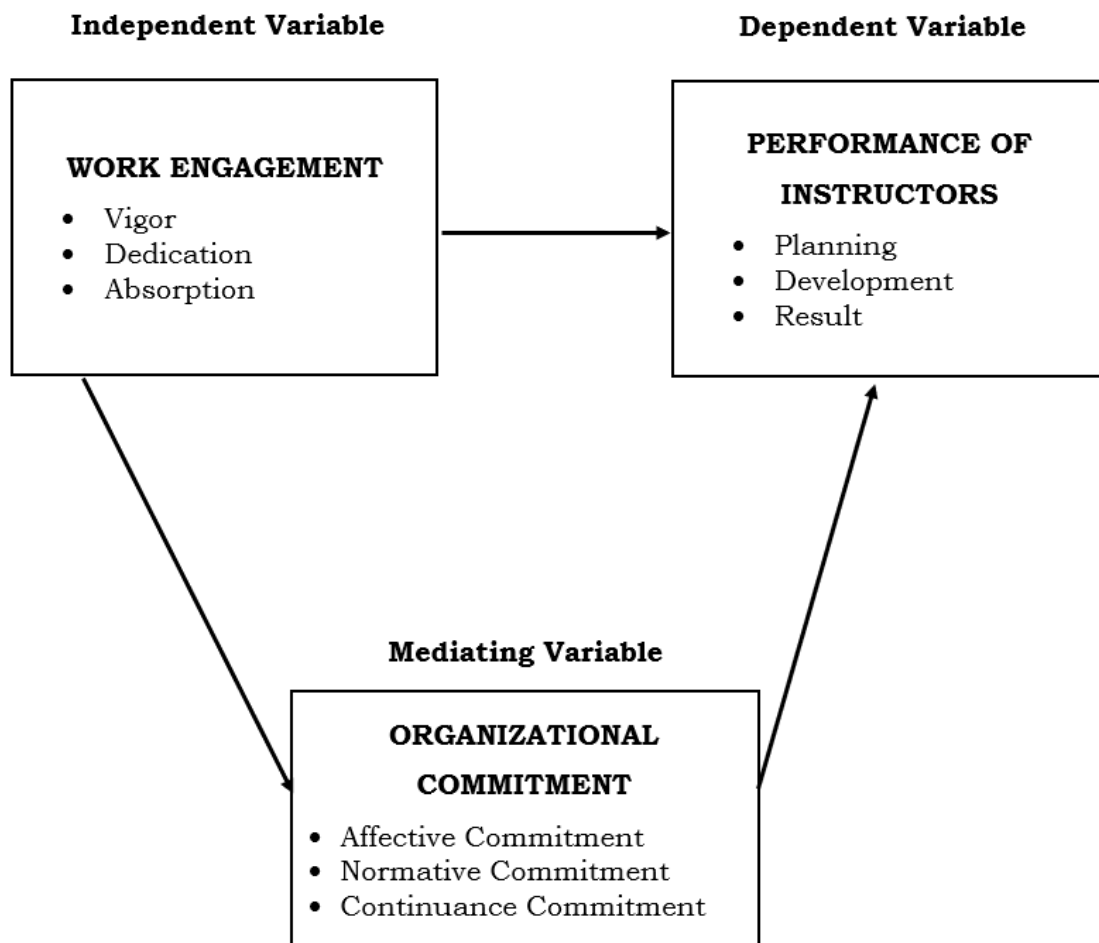


Figure 1. The Conceptual Framework of the Study

## METHODOLOGY

This chapter presents the research methods and procedures used by the researcher in this study. This includes the research design, research locale, research subject, research instrument, data gathering procedure, and statistical treatment of data.

### Research Design

This research employed a quantitative approach with descriptive and correlational methods. Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations (Bhandari, 2022). It is a way to learn about a particular group of people, known as a sample population. Using scientific inquiry, quantitative research relies on data that are observed or measured to examine questions about the sample population (Muya, 2023).

In research, the descriptive approach is used to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions (McCombes, 2022). Furthermore, correlational approach is used to statistically explain the variation between two or more variables. In addition, the correlational research design investigates relationships between variables without the researcher controlling or manipulating any of them. (Bhandari, 2022).

The researcher applied the above-mentioned design to accomplish the overall goals of the research. The researcher utilized a descriptive approach to evaluate and quantitatively characterize the variables of the study, namely work engagement, performance of instructors, and organizational commitment. This was accomplished by utilizing questionnaires to measure the indicators of each variable. Moreover, a correlational approach was used to test and determine the existing relationships among work engagement, performance of instructors, and organizational commitment. Additionally, this aimed also determine the mediating effect or influence of organizational commitment on the relationship between work engagement and performance of instructors. Specifically, this sought to answer whether organizational commitment significantly mediates the relationship between work engagement and performance of instructors in a classroom setting.

### Research Locale

Figure 2 shows the map of the Davao Region, which illustrates the Santo Tomas, Davao del Norte, where the study would be conducted. It depicts the location of the college in Davao del Norte. The place highlighted by the black line indicates the location of the study's participating institution.

The place is known as the first-class municipality in the Province of Davao del Norte. Administratively, the Municipality of Santo Tomas is subdivided into 19 barangays. According to the 2015 census, it has a population of 118,750 people.



Figure 2. Map of the Philippines Highlighting the Municipality of Santo Tomas

This study would be conducted in the Municipality of Santo Tomas of Davao del Norte, whereas full-time instructors of the higher education institution were the chosen respondents who were believed to be knowledgeable to participate in the research.

### Research Subject

The respondents of this research were the full-time instructors in a state college in the province of Davao Del Norte employed during the academic year 2022-2023. According to Budiu and Moran (2021), 40 participants is an appropriate number for most quantitative studies, but there are cases where you can recruit fewer users. Since there are only 42 full-time instructors in the said college, the respondents were selected through the use of total population sampling technique. Total population sampling is used when the entire



population is so small and well-define, and a fraction of which may not measure what is required (Canonizado, 2021).

### Research Instrument

This research utilized three (3) adapted research instruments to assess work engagement, organizational commitment, and performance of instructors. These research instruments were evaluated by experts and pilot-tested by a group of instructors from one (1) state college in Davao del Norte who were not involved in the research.

**Utrecht Work Engagement Scale (UWES).** To measure the level of work engagement, a questionnaire titled Utrecht Work Engagement Scale-9 (UWES-9) developed by Schaufeli and Bakker (2003) was employed. This contained a 17-item survey questionnaire comprising the three (3) dimensions of work engagement such as vigor (6 items), dedication (5 items), and absorption (6 items). Furthermore, this was anchored on a 5-point Likert scale: 5 (Always), 4 (Often), 3 (Sometimes), 2 (Rarely), and 1 (Never).

The following parameter limits, with their corresponding descriptive equivalents and interpretations, were applied to describe the level of work engagement of the instructors.

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	This means that work engagement is very much manifested.
3.40 - 4.19	High	This means that work engagement is manifested.
2.60 – 3.39	Moderate	This means that work engagement is moderately manifested.
1.80 - 2.59	Low	This means that work engagement is less manifested.
1.0 -1.79	Very Low	This means that work engagement is least manifested.

**Evaluation of Teaching Performance Questionnaire (CEID).** To measure the level of performance of instructors, a questionnaire titled Evaluation of Teaching Performance (CEID) by Moreno-Murcia et al. (2015) was employed. This contained a 27-item questionnaire comprising the three (3) measures of performance of instructors such as planning (4 items), development (17 items), and result (6 items). Furthermore, this was anchored on a 5-point Likert scale: 5 (Strongly agree), 4 (Agree), 3 (Moderately Agree), 2 (Disagree), and 1 (Strongly Disagree).

The following parameter limits, with their corresponding descriptive equivalents and interpretations, were applied to describe the level of performance of instructors in the college.

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	This means that the performance of the instructor is outstanding.
3.40 - 4.19	High	This means that the performance of the instructor is very satisfactory.
2.60 – 3.39	Moderate	This means that the performance of the instructor is satisfactory.
1.80 - 2.59	Low	This means that the performance of the instructor is less satisfactory.
1.0 -1.79	Very Low	This means that the performance of the instructor is poor.

**Three-Component Model Employee Commitment Survey (TCMS).** To measure the level of organizational commitment, a questionnaire titled Three-Component Model Employee Commitment Survey (TCMS) by Kennedy (2006) was employed. This contained a 19-item questionnaire that comprises the three (3) components of organizational commitment such as affective commitment (7 items), normative commitment (6 items), and continuance commitment (6 items). Furthermore, this was anchored on a 5-point Likert scale: 5 (Strongly agree), 4 (Agree), 3 (Moderately Agree), 2 (Disagree), and 1 (Strongly Disagree).

The following parameter limits, with their corresponding descriptive equivalents and interpretations, were applied to describe the level of organizational commitment.

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	This means that the organizational commitment of the instructor is very much manifested.
3.40 - 4.19	High	This means that the organizational commitment of the instructor is manifested.
2.60 – 3.39	Moderate	This means that the organizational commitment of the instructor is moderately manifested.
1.80 - 2.59	Low	This means that the organizational commitment



		of the instructor is less manifested.
1.0 -1.79	Very Low	This means that the organizational commitment of the instructor is least manifested.

## RESULTS AND DISCUSSION

In this section, the data presented, evaluated, and interpreted are based on the research objectives. The following is the sequence in which the following topic discusses level of work engagement of instructors; level of performance of instructors; and level of organizational commitment; correlations between work engagement and performance of instructors; work engagement and organizational commitment of instructors; organizational commitment and performance of instructors; and mediation analysis results.

### Level of Work Engagement of Instructors

The descriptive statistics findings on determining the level of work engagement are shown in table 1, which has an overall Mean of 4.04 and SD of 0.59, described as high. This means that work engagement of the instructors is manifested. The overall finding suggests that the instructors are feeling positive and had a fulfilling work-related state of mind. The finding supports the statement of Fernandez (2020) that a perpetual state of enthusiastic involvement and commitment, serves as an unwavering catalyst influencing employees sustained high performance and productivity.

Moreover, the data showed that dedication is the indicator with the highest mean of 4.19 and SD of 0.62 with a descriptive equivalent of high. Whereas, absorption is the indicator with the lowest mean of 3.96 and SD of 0.63 with a descriptive equivalent of high. These findings suggest that instructors in a local college is enthusiastic about their job, and they like to indulge themselves in their work and they feel that time flies when they are working.

Table 1. Level of Work Engagement of Instructors

Indicators	Mean	SD	Descriptive Equivalent
Vigor	3.98	.66	High
Dedication	4.19	.62	High
Absorption	3.96	.63	High
<b>Overall</b>	<b>4.04</b>	<b>.59</b>	<b>High</b>

### Level of Performance of Instructors

The descriptive statistics findings on determining the level of performance are shown in table 2, which has an overall mean of 4.25 and SD of 0.65, described as very high. This means that the performance of the instructors in a local college is outstanding. The overall finding suggests that instructors had a high level of achievement in implementation of any activity or program in the classroom. The finding supports the

statement of Li et al. (2022) that an instructor should have seamless blend of expertise, passionate in teaching, and transformative impact on students to achieve an outstanding performance.

Moreover, the results showed that development is the indicator with the highest mean of 4.30 and SD of 0.76 with a descriptive equivalent of very high. Whereas, planning is the indicator with the lowest mean of 4.20 and SD of 0.61 with a descriptive equivalent of very high. This means that instructors always establish ways to communicate with the students and organize activities that students can actively participate. They also provide clear information about the subject, and they efficiently incorporate and employ ICTs in their lessons.

Table 2. Level of Performance of Instructors

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Descriptive Equivalent</b>
Planning	4.20	.61	Very High
Development	4.30	.76	Very High
Result	4.25	.68	Very High
<b>Overall</b>	<b>4.25</b>	<b>.65</b>	<b>Very High</b>

### Level of Organizational Commitment

The descriptive statistics findings on determining the level of organizational commitment are shown in table 3, which has an overall mean of 3.90 and SD of 0.68, described as high. This means that the organizational commitment of local college instructors is manifested. The overall finding suggests that instructors are willing stay in the institution in the future. The finding supports the idea of Larkin (2015) that having unwavering dedication, loyalty, and a sense of belonging, serves as an enduring force shaping employee performance and contributing to overall organizational success.

Moreover, the results showed that affective commitment and continuance commitment are the indicators with the highest mean of 3.93 and SD of 0.75 and 0.82 respectively with a descriptive equivalent of high. Whereas, normative commitment is the indicator with the lowest mean of 4.20 and SD of 0.61 with a descriptive level of very high.

The data implied that the instructors are happy to work with the institution and they do not feel like leaving the organization.

Table 3. Level of Organizational Commitment

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Descriptive Equivalent</b>
Affective	3.93	.75	High

Commitment			
Normative Commitment	3.76	.75	High
Continuance Commitment	3.93	.82	High
<b>Overall</b>	<b>3.90</b>	<b>.68</b>	<b>High</b>

### Correlation between Work Engagement and Performance of Instructors in a Local College

Displayed in table 4.1 is the relationship between independent variable (work engagement) and dependent variable (performance of instructors). The overall coefficient of correlation is .762, with a  $p < 0.000$  which is lower than the 0.05 level of significance. This means that there is a significant relationship that exists between work engagement and performance of instructors. The overall correlation coefficient .762 also shows that there is a correlation between the two variables.

Table 4. Significance of the Relationship Between Work Engagement and Performance of Instructors

Work Engagement	Performance			
	Planning	Development	Result	Overall
Vigor	.650** .000	.707** .000	.639** .000	<b>.702**</b> <b>.000</b>
Dedication	.713** .000	.769** .000	.750** .000	<b>.785**</b> <b>.000</b>
Absorption	.580** .000	.640** .000	.604** .000	<b>.642**</b> <b>.000</b>
<b>Overall</b>	<b>.695**</b> <b>.000</b>	<b>.757**</b> <b>.000</b>	<b>.713**</b> <b>.000</b>	<b>.762**</b> <b>.000</b>

*Vigor* in the survey correlates with *planning*, *development*, and *result* with an overall coefficient of .702 with a  $p < 0.000$ . *Dedication* correlates with *planning*, *development*, and *result* with an overall coefficient

of .785 with a  $p < 0.000$ . *Absorption* correlates with *planning, development, and result* with an overall coefficient of .642 with a  $p < 0.000$ .

Furthermore, the correlation test between Work Engagement and Performance of Instructors indicators shows that *Planning* links with *vigor, dedication, and absorption* with an overall coefficient of .695 with a  $p < 0.000$ . *Development* links with *vigor, dedication, and absorption* with an overall coefficient of .757 with a  $p < 0.000$ . *Result* links with *vigor, dedication, and absorption* with an overall coefficient of .713 with a  $p < 0.000$ . This data shows that work engagement and performance of instructors are significantly correlated.

### Correlations between Work Engagement and Organizational Commitment of Instructors in a Local College

Displayed in table 4.2 the relationship between independent variable (work engagement) and mediating variable (organizational commitment). The overall coefficient of correlation is .760, with a  $p < 0.000$  which is lower than the 0.05 level of significance. This means that there is a significant relationship that exists between work engagement and organizational commitment since the probability value is  $p < 0.000$ . Thus, the null hypothesis of no significant relationship is therefore rejected. The overall correlation coefficient .760 also shows that there is correlation between the two variables.

Table 5. Significance of the Relationship Between Work Engagement and Organizational Commitment

Work Engagement	Organizational Commitment			
	Affective Commitment	Normative Commitment	Continuance Commitment	Overall
Vigor	.814** .000	.582** .000	.768** .000	<b>.728**</b> <b>.000</b>
Dedication	.841** .000	.702** .000	.832** .000	<b>.796**</b> <b>.000</b>
Absorption	.715** .000	.406** .009	.636** .000	<b>.598**</b> <b>.000</b>
<b>Overall</b>	<b>.849**</b> <b>.000</b>	<b>.605**</b> <b>.000</b>	<b>.801**</b> <b>.000</b>	<b>.760**</b> <b>.000</b>

The table shows that the indicator *Vigor* and variable organizational commitment yielded a correlation result of .728 with a  $p < 0.000$ . Indicator *Dedication* and organizational commitment got a coefficient result of .796 with a  $p < 0.000$ . *Absorption* and organizational commitment got a coefficient result of .598 with a  $p < 0.000$ .

Furthermore, the correlation test between Organizational Commitment and Work Engagement indicators shows that *Affective Commitment* links with *vigor, dedication, and absorption* with an overall coefficient of .849 with a  $p < 0.000$ . *Normative Commitment* links with *vigor, dedication, and absorption* with an overall coefficient of .605 with a  $p < 0.000$ . *Continuance Commitment* links with *vigor, dedication, and absorption* with an overall coefficient of .801 with a  $p < 0.000$ . This data shows that work engagement and organizational commitment of the instructors are significantly correlated.

### Correlation between Organizational Commitment and Performance of Instructors in a Local College

Displayed in table 4.3 the relationship between mediating variable (organizational commitment) and dependent variable (performance of instructors). The overall coefficient of correlation is .691, with a  $p < 0.000$  which is lower than the 0.05 level of significance. This means that there is a significant relationship between organizational commitment and performance of instructors since the probability value is  $p < 0.000$ . Thus, the null hypothesis of no significant relationship is therefore rejected. The overall correlation coefficient .691 also shows that there is a correlation between the two variables.

The organizational commitment correlates with the indicator *Planning*, it has a coefficient of correlation of .618 with a  $p < 0.000$ . When organizational commitment correlates with *Development*, it has a coefficient of .669 with  $p < 0.05$ , and when organizational commitment correlates with *Result*, it has a coefficient of .679 with a  $p < 0.000$ . This data shows that organizational commitment and performance of instructors are significantly correlated.

Table 6. Significance of the Relationship Between Organizational Commitment and Performance of Instructors

Organizational Commitment	Performance			
	Planning	Development	Result	Overall
Affective Commitment	.608** .000	.755** .000	.771** .000	.754** .000
Normative Commitment	.584** .000	.549** .000	.578** .000	.598** .000
Continuance Commitment	.631** .000	.764** .000	.747** .000	.756** .000
<b>Overall</b>	<b>.618**</b> <b>.000</b>	<b>.669**</b> <b>.000</b>	<b>.679**</b> <b>.000</b>	<b>.691**</b> <b>.000</b>

**Mediation Analysis on the Three Variables**

Displayed in Table 5 are the different steps taken in the path. The independent variable (IV) which is Work Engagement, the dependent variable (DV) which is Performance of Instructors and the mediating variable (MV) which is Organizational Commitment.

In Step 1, which is path c (IV and DV), it was revealed in the regression analysis between work engagement and performance of instructors that there is a significant influence. Moreover, the result yielded an estimate of .833 and standard error (SE) of .151 with a  $p < 0.001$  which is lower than the 0.05 level of significance. This means that there is a significant influence between work engagement and performance of instructors. Thus, the null hypothesis of no significant relationship is therefore rejected.

In Step 2, which is path b (MV and DV), with the presence of mediating variable, it was revealed in the regression analysis between organizational commitment and performance of instructors that there is a significant influence. Moreover, the result yielded an estimate of .257 and standard error (SE) of .164 with a  $p < 0.018$  which is lower than the 0.05 level of significance. This means that there is a significant influence exists between organizational commitment and performance of instructors. Thus, the null hypothesis of no significant relationship is therefore rejected. Moreover, path a (IV and MV), with the presence of mediating variable, it was revealed in the regression analysis between work engagement and organizational commitment that there is a significant influence. Moreover, the result yielded an estimate of .872 and standard error (SE) of .104 with a  $p < 0.001$  which is lower than the 0.05 level of significance. This means that there is a significant influence that exists between work engagement and organizational commitment. Thus, the null hypothesis of no significant relationship is therefore rejected.

Additionally, the combined influence of IV and MV on DV. It was revealed that performance of instructors (DV) regresses on organizational commitment (MV) and work engagement (IV), which the result yielded an estimate of .609 and standard error (SE) of .196 with a  $p < 0.002$  which is lower than the 0.05 level of significance. This means that there is a significant influence exists between the three variables. Thus, the null hypothesis of no significant relationship is therefore rejected.

Table 7. The mediating effect of Organizational Commitment on Work Engagement and Performance of Instructors

Independent Variable			Work Engagement	
Dependent Variable			Performance of Instructors	
Mediating Variable			Organizational Commitment	
Step	Path	Estimate	Standard Error	p
Step 1	c	0.833	0.151	0.001
Step 2	a	0.872	0.104	0.001
Step 3	b	0.257	0.164	0.018
Step 4	c'	0.609	0.196	0.002



**Results:**

Significance of Mediation		Significant
Sobel z-value	3.448954	$p = < 0.000563$
95% Symmetrical Confidence Interval		
Lower	0.0306	
Upper	0.479	
Unstandardized indirect effect		
a*b	.224	
Se	.130	
Effect size Measures		
<u>Standardized Coefficients</u>		
Total:	0.833	
Direct:	0.609	
Indirect:	0.224	
Indirect to Total Ratio:	0.269	

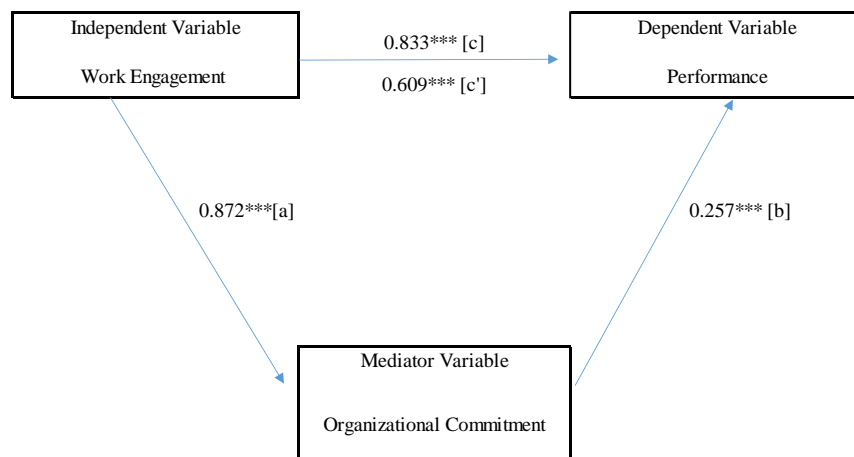


Figure 3. Mediation Analysis of the Three Variables

Since the three steps (paths A, B and C) are all significant, mediation analysis through path analysis is warranted to assess the significance of mediation effect. Furthermore, as stated in step 4, the effect of work engagement on performance of instructors was even found to reduce after mediated by organizational commitment. With this, since the regression coefficient is substantially reduced at the step 4 but remains significant, partial mediation took place.

The findings of the effect size computation in the mediation test between the three variables are shown in figure 3. The effect size indicates how much of the indirect path's effect on the performance of instructors can be attributed to work engagement. The beta of work engagement towards performance is 0.833, which is the total effect value. The beta of work engagement towards performance of instructors with organizational commitment included in the regression has a direct effect value of 0.609. The indirect effect value of 0.224 is the multiplied portion of the original correlation between work engagement to organizational commitment, which is .872, and organizational commitment to performance of instructors, which is .257.

The ratio index is computed by dividing the indirect effect by the total effect; in this case, 0.224 by 0.833 equals 0.269. It seems that about 26.9 percent of the total effect of work engagement towards performance of instructors goes through the organizational commitment, and about 73.1 percent of the total effect is either direct or mediated by other variables not included in the model.

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the major findings of the study, the conclusions, and proposed recommendations for possible implementations.

### Summary of Findings

The major findings of the study are the following:

1. The level of work engagement of the instructors has an overall mean of 4.04 with a descriptive equivalent of high. It obtained an overall standard deviation of 0.59.
2. The level of performance of instructors has an overall mean of 4.25 with a descriptive equivalent of very high. It obtained an overall standard deviation of 0.65.
3. The level of organizational commitment has an overall mean of 3.90 with a descriptive equivalent of high. It obtained an overall standard deviation of 0.68.
4. The degrees of correlation of work engagement, performance of instructors, and organizational commitment showed a strong positive correlation ( $p < 0.05$ ). The p-values are at 0.05 level of significance. These results lead to the rejection of the null hypotheses.
5. The mediation analyses showed that there was a significant effect of Work Engagement on Performance of Instructors ( $p$ -value = 0.001), a significant effect of Organizational Commitment on Performance of Instructors ( $p$ -value = 0.018), and a significant effect of Work Engagement on Organizational Commitment ( $p$ -value = 0.001). The overall effect of Work Engagement and Organizational Commitment on Performance of Instructors showed that there was a significant mediating effect of Organizational Commitment (Unstandardized Beta = 0.609).

## Conclusion

1. The result of work engagement of instructors revealed a high level, which was manifested. Therefore, instructors in a local college are enthusiastic about their job, they find their work full of meaning and purpose, and they are proud of the work they do.

2. The level of performance of instructors was very high, considered as outstanding. Hence, instructors establish ways to communicate with the students and organize activities that students can actively participate. Also, they efficiently incorporate and employ ICTs in their lessons.

3. The level of organizational commitment of the instructors was high, determined as manifested. Therefore, instructors are happy to work with the institution and they do not feel like leaving the organization.

4. There is a significant relationship among work engagement, organizational commitment, and performance of instructors in a local college.

5. Organizational commitment partially mediated the relationship between work engagement and performance of instructors.

## Recommendation

Based on the findings, analysis, and conclusion drawn in this study, the following recommendations are summarized:

1. The Commission on Higher Education (CHED) should provide opportunities for professional growth of the instructors by encouraging higher education institutions to fund programs for their instructors. This might include attending training sessions, seminars, and workshops aimed at improving their teaching abilities and keeping them current with emerging technology and trends in their respective disciplines. By making an investment in their professional development, educators are more likely to feel devoted to their organization and invested in their work that could improve their performance.

2. The School Administrators should create a positive work environment that promotes collaboration, respect, and open communication. Furthermore, to help instructors develop their teaching techniques and feel encouraged in their work, school officials should offer them regular feedback and encouragement. Regular performance reviews, helpful criticism, and coaching sessions can all be used to assist instructors spot their areas for growth and come up with solutions. Also, school administrators can help instructors feel a strong sense of community by promoting social connections and team-building events.

3. The Instructors should set clear and achievable goals for themselves, develop their teaching skills through attending professional development, seminars and workshop to improved their performance. Moreover, instructors should foster positive relationship with the students by being approachable, supportive, and responsive to their needs.

4. The Future Researchers may examine other variables that can possibly mediate the relationship between work engagement and performance of instructors which will be of utmost importance to the research community shall be taken into consideration.

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## APPENDICES

### Organizational Commitment As Mediating Factor Of Work Engagement And Performance Of Instructors In A Local College

#### SURVEY QUESTIONNAIRE

Name (Optional): \_\_\_\_\_

#### PART I. QUESTIONNAIRE ON UTRECHT WORK ENGAGEMENT SCALE-9 (UWES-9)

**Direction:** The following statements are about how you feel at work. If you have had this feeling, indicate how often you felt it by crossing the number that best describes how frequently you feel that way.

**5 – Very High** This indicates that the item is always observed.

**4 – High** This indicates that the item is oftentimes observed.

**3 – Moderate** This indicates that the item is sometimes observed.

**2 – Low** This indicates that the item is seldom observed.

**1 – Very Low** This indicates that the item is least observed.

<b>A. VIGOR</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. I feel energetic when doing my work.					
2. I feel active and confident at work.					
3. When I get up in the morning, I feel like going to work.					
4. I can continue working for very long periods of time.					
5. At my job, I am very resilient mentally.					
6. At my work, I always persevere, even when things don't go well.					
<b>B. DEDICATION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
7. I find the work that I do full of meaning and purpose.					
8. I am enthusiastic about my job.					
9. My job inspires me.					
10. I am proud of the work that I do.					
11. To me, my job is easy to handle.					
<b>C. ABSORPTION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
12. Time flies when I am working.					
13. When I am working, I forget everything else around me.					
14. I feel happy when I am working intensely.					
15. I am immersed in my work.					
16. I get carried away when I am working.					
17. I like to indulge myself in my work.					

This survey questionnaire is adapted from the Utrecht Work Engagement Scale-9 (UWES-9) of Schaufeli and Bakker (2003).

**PART II. QUESTIONNAIRE ON EVALUATION OF TEACHING PERFORMANCE (CEID)**

**Direction:** Ask yourself: “How was my performance as an instructor?”



Please rate by ticking (/) the cell which corresponds to your assessment of the given items using the scale below.

**5 – Very High** This indicates that the item is always observed.

**4 – High** This indicates that the item is oftentimes observed.

**3 – Moderate** This indicates that the item is sometimes observed.

**2 – Low** This indicates that the item is seldom observed.

**1 – Very Low** This indicates that the item is least observed.

<b>A. PLANNING</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.	I provide clear information about the objectives, bibliography, tutorials, contents, and assessment methods in the subject's curriculum.					
2.	I design and relate the classroom content to the lab content.					
3.	I efficiently incorporate and employ ICTs (Information and Communication Technologies)					
4.	I have a good command of the contents of the course.					
<b>B. DEVELOPMENT</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
5.	I present the minimum content of my subject matter, tailored to the student's knowledge.					
6.	I am easily accessible (tutorials, emails, messenger, etc.)					
7.	I allow the students to organize and distribute part of the assignments to be performed in the course.					
8.	I present the contents following a clear and logical framework, highlighting the important aspects.					
9.	I look at students with abilities and potentials to be developed.					
10.	I promote individual work by allowing them to reflect on their own learning.					
11.	I promote teamwork by establishing effective means of communication.					
12.	I relate the teachings to the professional environment.					
13.	I provide initial and final overviews of the session and/or subject in class.					

14.	I encourage student interest and motivation to learn.					
15.	I facilitate student-student and student-instructor interaction.					
16.	I attend and respond clearly to questions asked in class.					
17.	I adequately attend to the tutorials requested of me.					
18.	I maintain an objective and respectful position with the students.					
19.	I organize activities for the students to actively participate in course assignments.					
20.	I associate the content of the subject matter with other courses.					
21.	I interact with the students to create classroom environments more conducive to learning and meet students' developmental, emotional, and academic needs.					
<b>C. RESULT</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
22.	I inform the students of the competencies they will be expected to acquire.					
23.	I provide scientific information that allows the students to gain a better and deeper understanding of the subject matter.					
24.	I foster research and a critical spirit in students.					
25.	I apply the established curriculum with a certain amount of flexibility for a better class dynamic.					
26.	I assess the content and establish the course to promote the acquisition of professional competencies.					
27.	I apply the assessment criteria of the activities as established in the subject's curriculum.					

This survey questionnaire is adapted from Evaluation of Teaching Performance (CEID) Questionnaire developed by Moreno-Murcia et al. (2015)

### PART III. QUESTIONNAIRE ON THE THREE-COMPONENT MODEL EMPLOYEE COMMITMENT SURVEY (TCMS)

**Direction:** Below is a series of statements that represent feelings that individuals might have about the organization for which they work. With respect to your own feelings about the particular organization for which you are now working, please rate by ticking (/) the cell which corresponds to your assessment of the given items using the scale below.

**5 – Very High** This indicates that the item is always observed.

**4 – High** This indicates that the item is oftentimes observed.

**3 – Moderate** This indicates that the item is sometimes observed.

**2 – Low** This indicates that the item is seldom observed.

**1 – Very Low** This indicates that the item is least observed.

<b>A. AFFECTIVE COMMITMENT</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. I am happy to spend the rest of my career with this organization.					
2. I really feel as if this organization’s problems are my own.					
3. I feel a strong sense of “belonging” to my organization.					
4. I feel “emotionally attached” to this organization.					
5. I feel like “part of the family” at my organization.					
6. This organization has a great deal of personal meaning for me.					
7. I feel the welcoming ambiance of the environment every time I enter the school campus.					
<b>B. NORMATIVE COMMITMENT</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
8. Right now, staying with my organization is a matter of necessity as much as desire.					
9. It would be very hard for me to leave my organization right now, even if I wanted to.					
10. Too much of my life would be disrupted if I decided I wanted to leave my organization now					
11. I feel that I have too few options to consider leaving this organization.					
12. If I had not already put so much of myself into this organization, I might consider working elsewhere.					
13. One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.					
<b>C. CONTINUANCE COMMITMENT</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
14. I feel that I have an obligation to remain with my current employer.					

15. Even if it were to my advantage, I do not feel it would be right to leave my organization now.					
16. I will feel good if I will not leave my organization now.					
17. This organization deserves my loyalty.					
18. I would not leave my organization right now because I have a sense of obligation to the people in it.					
19. I owe a great deal to my organization.					

This survey questionnaire is adopted from Three-Component Model Employee Commitment Survey of Kennedy (2006).