Positive Personality Traits, Organizational Commitment and Work Environment: A Structural Equation Model on Core Job Characteristics of Public School Teachers

Jennie T. Calamba[1], Celso L. Tagadiad[2]

Department of Education[1], UM Professional Schools[2]

Tagum City, Davao del Norte, Philippines

ABSTRACT

This study aimed to determine the best-fit model of core job characteristic as influenced by positive personality traits, organizational commitment, and work environment of public school teachers in Davao Region, Philippines. Descriptive correlational, quantitative non-experimental research design and Structural Equation Model were used in this research. Standardized questionnaire was used to conduct the study among 400 respondents in the public schools of the region. The said respondents were identified using stratified random sampling. The statistical tools used for data analysis were mean, pearson product-moment correlation, multiple regression analysis and structural equation modeling. The results showed a very high level of positive personality traits. While organizational commitment, work environment and core job characteristic received a high mean value. All latent exogenous variables have significant relationship with the endogenous variable core job characteristic. In addition, all exogenous variables significantly influence the core job characteristic. The core job characteristic of teachers is influenced by variables, positive personality traits, organizational commitment and work environment. Furthermore, the best-fit model is 5 which passed the criteria of indices since it apparently displayed all of its three indicators that remained viable to core job characteristic namely: skill's variety, task identity, task significance, autonomy, and feedback. However, the model displayed only two out of its five indicators that remained viable on core job characteristic, namely, skill's variety and task identity.

Keywords: educational management, positive personality traits, organizational commitment, work environment, and core job characteristic, structural equation model, public school teachers, Philippines.

INTRODUCTION

The fundamental employment features that public school teachers encounter become critical determinants that impact the quality of education delivery in the global pursuit of educational excellence. Because they educate the next generation, public school teachers are essential in determining the course of nations. There were almost 69.8 million teachers worldwide in 2019, according to UNESCO, underscoring the important influence that teaching has on society (Gu, et.al., 2022). According to Sharma's (2021) proposal, core job characteristics comprise many features of the job such as autonomy, feedback, task significance, task identity, and skill variety. In a variety of settings, these traits have been connected to better levels of motivation and job satisfaction among employees. The elements influencing teacher effectiveness can be better understood by looking at the correlations between key job traits and other variables.

These preliminary insights underscore the complexity of the teaching environment and highlight the need for a deeper exploration of core job characteristics to address teacher satisfaction and commitment. Aligned with the United Nations Sustainable Development Goals (SDGs), particularly SDG 8, which emphasizes decent work and economic growth, this research delves into the critical role of core job characteristics in shaping the experiences of public school teachers in the Philippines (Bagapuro, & Delos Santos, 2021). This study aimed to contribute to the creation of supportive work environments that promote teacher positive personality trait

and organizational commitment. Ultimately, understanding how these core job characteristics influence teacher well-being is essential for fostering sustainable and fulfilling careers within the education sector, thus contributing to the broader agenda of promoting inclusive economic growth and sustainable development and ultimately advancing the SDG 4 agenda of inclusive and quality education for all.

To delve deeper, understanding the interplay between core job characteristics, positive personality traits, organizational commitment, and the work environment is essential for comprehensively assessing the factors influencing the experiences of public school teachers in the Philippines (Tugade & Arcinas, 2023). Studies have explored the role of positive personality traits in influencing how public school teachers perceive and respond to their work environments. Teachers with higher levels of positive personality traits tend to exhibit greater job satisfaction, resilience to challenges, and commitment to their profession (Datu & Mateo, 2020). Research suggests that positive personality traits interact with core job characteristics to amplify their effects on teacher well-being and performance. For example, teachers with high levels of optimism may be more likely to perceive challenging tasks as opportunities for growth, enhancing their satisfaction and motivation (Jimenez, 2020).

On the other hand, the concept of organizational commitment, encompassing affective, continuance, and normative commitment, has been studied in relation to public school teachers' attitudes and behaviors. Teachers who feel emotionally connected to their schools, perceive their work as valuable, and intend to remain in the profession demonstrate higher levels of organizational commitment among schools in Metro Manila (Manalo, de Castro, & Uy, 2020). While, research has identified core job characteristics, such as autonomy, feedback, and task significance, as significant predictors of organizational commitment among public school teachers. When teachers experience a supportive work environment that fosters their professional growth and recognizes their contributions, they are more likely to develop a strong commitment to their organizations (Cahapay & Bangoc, 2021).

The work environment in public schools plays a crucial role in shaping teachers' experiences and outcomes. Studies have examined various aspects of the work environment, including leadership support, collegial relationships, and resources availability, in relation to teacher satisfaction, engagement, and performance (Abun, 2021). Research highlights the importance of aligning the work environment with core job characteristics and promoting a culture of trust, collaboration, and continuous improvement. When teachers feel supported, valued, and empowered to fulfill their roles effectively, they are more likely to thrive in their professional endeavors and contribute positively to student learning outcomes (Bravo et al, 2021).

Conducted research underscores the complex interplay between core job characteristics, positive personality traits, organizational commitment, and the work environment among public school teachers in the Philippines (Roncesvalles & Gaerlan, 2021). By recognizing and addressing these factors holistically, education stakeholders can create supportive and conducive work environments that empower teachers to fulfill their roles effectively, enhance their job satisfaction and commitment, and ultimately contribute to the improvement of educational outcomes for all students (Ajis, 2021). The three primary variables in the study are the endogenous and exogenous constructs. The exogenous constructs are positive personality traits (Singh, 2010), organizational commitment (Werang et al., 2015), and work environment (Bascia & Rottmann, 2011).

On the other hand, the core job characteristics (Hackman and Oldham, 1975) is the endogenous constructs. Several research studies have discussed the link between exogenous and endogenous variables. A study conducted by Binti Rusbadrol, Mahmud, & Arif (2015) found a significant correlation between positive personality traits and job performance among secondary school teachers. Their research revealed that individuals with higher levels of positive traits were more likely to perceive their jobs as meaningful, challenging, and aligned with their skills.

Additionally, Deci and Ryan's (2000) Self-Determination Theory serves as its foundation. This theory highlights the significance of autonomy, competence, and relatedness in promoting intrinsic motivation and overall wellbeing. This hypothesis states that when the three basic psychological demands are met at work, people are more content and motivated. Furthermore, according to Burns' (2006) Transformational Leadership Theory, managers who uplift, encourage, and assist staff members can see increases in output and job

satisfaction. The goal of transformational leadership is to advance the growth and intrinsic motivation of followers.

More so, coming to what personality traits and ability features contain, it may be said that personality includes inborn features which lie in the perceptual sphere, whereas ability comprises cognitive features of bringing theory to practical instances (Raymond, 2008). The roots of teacher personality traits construct arise out of Skinner's behavioral theory (1957) and relates to teaching. It spotlights the behaviors of teachers, which render them as effective or ineffective. According to Shulman (2004) behavior comprises foundation, interplay, importance of objectives and assistance as the range of interconnected actions required for good teaching. In the same manner, in the study of Ma'rof Bin Redzuan, Mehrad, and Halimatussadiah (2015) linked job satisfaction with personality whereas Cameron &Lovett, (2015) found out the influence of Organizational commitment in maintaining core job characteristic. It was revealed that teachers with high sense of organizational commitment are teachers who are motivated preferred to remain in their school where a serene environment is created that fosters their job satisfaction. Also, (Liang& Akiba, 2017) correlated work environment to teacher's core job characteristic of teachers. To understand the role of teaching effectiveness in the local setting, the researcher wanted to conduct this study focusing the influence of positive personality traits, organizational commitment, and work environment to the core job characteristic of public elementary school teachers in Davao Region. Thus, established the need to conduct this study in the realization of achieving goals of public elementary school teachers.

The main thrust of this study is to determine best fit model significantly influence the core job characteristics of public school teachers in Region XI. Specifically, the study sought to establish the level of positive personality traits of public school teachers in terms of positive self-image, commitment, outward or people orientation, and culture identification, the level of organizational commitment of public school teachers in terms of affective, continuance, and normative commitment, the level of work environment of public school teachers in terms of physical environment, occupational safety, workload, staff relationship, and right technology and disability friendliness, the level of core-job characteristic of public school teachers in terms of skill variety, task identity, task significance, autonomy, and feedback, the significance on the relationship between these variables to core job characteristic, to establish the influence of the exogenous variable on the endogenous variable, and to identify the best-fit model that defines the core job characteristic of public school teachers in Region XI. Further, the following hypotheses were tested at 0.05 level of significance: neither positive personality traits nor the organizational commitment nor the work environment and were found to be significantly correlated with core job characteristics of public school teachers nor was there a structural model that best defined the core job characteristics of public school teachers in Region XI.

Positive personality traits were emphasized in Kim, Dar-Nimrod, and MacCann's 2019 study. Instructors who possess these qualities in greater amounts usually establish classroom environments that are more cooperative and well-run. Particularly conscientious educators were praised for dependability and organizational abilities, which improved the preparation and delivery of the lessons. Additionally, teachers who scored highly on agreeableness were also better at developing strong relationships with their students, which is essential for a positive learning environment.

A noteworthy study conducted by Collie, Shapka, and Perry (2019) revealed that educators with greater levels of openness to experience are more likely to implement creative teaching strategies and adjust more readily to changes in the learning environment. Furthermore, it was shown that educators with strong emotional stability were better able to manage tension in the classroom and keep a composed, focused manner that promotes learning for students. On the other hand, Organizational Commitment (Werang et al., 2015) was the second exogenous variable which has three indicators: affective, continuance, and normative commitment.

According to research, educators who have a strong organizational commitment are more committed to their work, which raises job satisfaction and the caliber of instruction (Eslami and Gharakhani, 2019). Furthermore, according to Keles, Ozkan, and Bezirci (2020), educators who exhibit a high level of organizational commitment also report higher levels of job satisfaction, which improves teaching strategies and classroom management abilities. In order to enhance the performance, these dedicated educators are more likely to use a variety of teaching techniques, show initiative in work, and actively seek out helpful criticism.

The third one, Work Environment (Bascia & Rottmann, 2011) was indicated by: physical environment, occupational safety, workload, staff relationship, and right technology and disability friendliness was the final exogenous variable of the study. According to a recent study by Collie, Shapka, and Perry (2019), teachers' classroom management and instructional quality are much improved in a good work environment. The study showed that a positive work environment is facilitated by staff members working together, supportive leadership, and sufficient resources. In agreement with the findings of Skaalvik and Skaalvik's research (2020), teachers' general well-being and job performance are positively impacted by a work environment that values autonomy, respect, and opportunity for professional growth. Educators who perceive a supportive work environment are more likely to exhibit high levels of engagement in their roles as teachers and are less likely to experience burnout. Lastly, the Core Job Characteristics (Hackman and Oldham, 1975) with indicators skill variety, task identity, task significance, autonomy, and feedback was the endogenous variable.

According to a Demerouti et al. (2019) study, educators who have a high degree of autonomy are more likely to use creative teaching techniques and modify their lesson plans to better suit the needs of their students. Furthermore, it has been discovered that instructors can enhance their methods and increase the quality of their instruction with the support of constructive criticism from administrators and colleagues.

Klassen and Tze (2019) conducted a noteworthy study which highlighted the importance of employment features including social support, meaningful work, and role clarity in preserving teachers' mental health and averting burnout. Strong social support from administrators and colleagues makes teachers more resilient to adversity and better able to manage stress.

The outcome of this study will add up to the body of knowledge by identifying the factors that affects the core job characteristics of teachers which will provide a model to design programs for career development in the academe. Furthermore, this would help contribute to the literatures that is significant to the United Nations Sustainable Development Goals 4 and 8 (Quality Education and Decent Work and Economic Growth, respectively), which emphasizes the on the importance teachers' work environment in achieving the goal of quality education which highlights how far behind the world is in achieving these goals.

Also, the results of the study are important to all levels of educational institutions, specifically to school heads and managers. They may use these results in validating statistical tests to determine the core job characteristic of public school teachers in crafting better capability building programs and boosting teachers' job characteristic. Also, this may provide an idea to the administrators of the schools to use the findings, results and the best fit model generated from the study in making and revising school policies and planning teachers' professional development program which will promote higher level of job characteristic among the teaching force of the selected public schools. This will enable them to determine the best training needed by the teachers to promote core job characteristic. Finally, this can support future researchers' on studying similar factors in their work setting.

METHOD

This part of the study dealt with the discussion of how the study was conducted. These included the research participants, materials or instruments used and research design incorporating the research protocol, description of the design, data gathering procedure and the statistical test used in this study.

Research Respondents

Since this study aimed to assess the core job characteristic of the total population of teachers in Davao Region in the Philippines at 26,010 (DepEd ROXI,2023), the researcher utilized random sampling which determined the number of schools per division. To determine the 400 respondents, appropriate for Structural Equation Modeling, the rule of the thumb was followed (Bentler, Yuan, and Wu, 2010) in which the researcher like to work using the correct sample per strata in stratified random sampling (Changing Minds, 2012). The 400 respondents who were involved in this study were taken from the eight divisions of Region XI through proportionate sampling with the number of school per division as the reference point. The eight (8) divisions in Region XI were the subject of the study with the total number of 400 respondents of which 73 % of the total

population or 292 respondents are Female teachers while 27% or 108 respondents were male teachers. Meanwhile as to the Age of the respondents, there were 228 or 57 % of the respondents belong to the 25-35 age bracket; for the age of 36-45 have 106 respodents or 26.5%. While the 38 respondents or 9.5 % were from the 46-55 age level. There were only 7% or 28 respondents belongs to the bracket of 56-65. Several studies and researches used 400 respondents as the minimum number of samples of the study (Asten, 2008).

The respondents of the study included the teachers of the selected public secondary school within Region XI. They were the ones who fitted the respondents for the study and provide useful information to test the hypothesis of this study. Meanwhile, teachers from private secondary schools and private elementary schools are not included in this study. Excluded groups also are students, parents, school heads and DepEd Officials. This study focused on the teachers' core job characteristic. Respondents of this study were given the free will to withdraw in case they could feel uncomfortable in answering the survey without any form of consequence or penalty or loss of benefits. Also, the respondents can be withdrawn from the research study if he/she commits falsification, plagiarism and other moral offenses or the respondents have health conditions and special needs. If so, the participants should let the researcher know that he/she wishes to withdraw. A participant may provide the researcher with the reason(s) for leaving the study but is not required to provide their reasons.

Materials/ Instruments

This study utilized adapted and downloaded questionnaires from web sources. The questionnaires were polished and contextualized to achieve appropriateness in accordance to the local setting. Six expert validators evaluated the contents of the questionnaire for construct validity. Suggestions were given, which were followed by the researcher. For content validity, the instrument was considered as a very good tool since it received a rating of 4.15 from the internal and external validator. This implies that the survey instruments are valid and reliable.

Then, this questionnaire served as instruments consisted of variables such as: positive personality traits, organizational commitment, work environment and core job dimensions. Positive personality traits (PPT) designed to assess the personality of teachers and it consisted of 42 items divided into 4 subscales. While Organizational Commitment (OC) was designed to identify the factors that may influence the way a teacher develops and increase her/his personal commitment towards their organization. The instrument contained 18 items set into 3 subscales: affective, continuance, and normative commitment. Also, Work environment consisted of twenty-eight items (28) divided into six indicators with physical environment, occupational safety, health workload, work relationship, latest technology and disability friendliness. The fourth questionnaire to be used is the Core job dimensions (CJD) consisted of 23 items divided into five (5) subscale: skill's variety, task identity, task significance, autonomy, and feedback.

After validation of the experts, the reliability of the questionnaire was tested through pilot testing. Results showed that the internal consistency Cronbach Alpha coefficient was 0.927 for Positive Personality Traits, 0.971 for Organizational Commitment, 0.957 for Work Environment, and 0.953 for Core Job Characteristics. Since Cronbach's Alpha values were within the range of 0.90 and above, its external consistency is excellent and allowed the researcher to utilize this questionnaire in the study.

Research Design and Procedure

In this study, descriptive correlational and quantitative non-experimental research design were utilized to determine the link of between exogenous and endogenous factors. The descriptive technique summarizes and delivers the information to make it easier for the reader to comprehend and interpret the facts. Using data that allows them to depict the situation more fully than was previously possible, descriptive studies seek to draw attention to the challenges or problems that currently exist (Fabozzi, Graditi, & Valenti, 2022).

Meanwhile, correlational design offers a useful way to look at correlations between variables without changing them. By identifying patterns and trends, correlational investigations enable researchers to formulate hypotheses and forecast probable causal linkages. Furthermore, correlation coefficients' direction and strength shed light on the type and extent of relationships, directing future research and interpretation. All things

considered, correlational design provides a versatile and enlightening method for comprehending correlations between variables, promoting the expansion of scientific understanding in a variety of domains (Roberts, 2021).

In the generation of the best fit model, structural equation model (SEM) was also used. Research uses Structural Equation Modeling (SEM), a potent statistical method, to evaluate intricate theoretical models and investigate correlations between latent and observable variables. SEM offers a thorough framework for testing hypotheses and evaluating models by combining measurement models to evaluate latent components and structural models to examine direct and indirect pathways. Moreover, SEM allows for the examination of both measurement and observed error, improving the precision and dependability of the results (Tomaszewski, Zarestky, & Gonzalez, 2020).

As noted by Lomax & Li (2013), this method combines factor analysis with path analysis to test theoretical relations among latent variables. The incorporation of factor analysis in structural equation modeling allows the researcher to use multiple measures of each latent variable instead of a single measure, thereby enabling better measurement conditions (i.e., reliability and validity). This method was used to measure the relationship between positive personality traits, organizational commitment, work environment and core job characteristics among teachers of selected public schools in Region XI.

The following statistical tools were used in the computation of data and testing the hypotheses at alpha 0.05 level of significance. Mean. This was used to determine the level of between positive personality traits, organizational commitment, work environment and core job dimension. Pearson (r). This was used to determine the interrelationship between positive personality traits, organizational commitment, work environment and core job dimension. Multiple Regression Analysis. This was used to determine the significant influence between positive personality traits, organizational commitment, work environment and core job dimension.

Structural Equation Modeling (SEM). This was used to explore the best fit model. Factor analysis was carried out in testing the latent variables. The test's goal, according to Collier (2020), was to make sure that characteristics with weak correlations to the characteristics of the other latent components were excluded from the final SEM. Using SEM, this study identified the best-fit model of factors influencing students' interest in pursuing a business degree.

The following common goodness of fit measures were utilized in the Structural Equation Model approach to determine which model was best for the study. Every range falls completely inside the parsimonious model's bounds. To select the model that best fits the data, each of the following summary index values must be satisfied (Heck & Thomas, 2020). For the Normative, values for the Chi-Square/Degree of Freedom (CMIN/DF) must be 2. Fit Index (NFI), >0.95 for the Comparative Fit Index (CFI), >0.95 for the Tucker-Lewis Index, 0.05 for the Root Mean Square Error of Approximation (RMSEA), and >0.50 for the P close.

The study gave ethical concerns a lot of weight. The institution's Ethics Review Committee evaluated the survey early on before it was distributed to make sure that ethical standards were followed throughout the research. Every task that was required was finished, and the protocols were adhered to. The University of Mindanao Ethics Review Committee (UMERC) authorized the permission form that participants had to fill out and sign as an extra precaution to make sure the survey complied with the Data Privacy Act (Republic Act No. 10173) of the Philippines. Consequently, the researcher was able to receive an ethics certificate (certification number UMERC-2023-267) attesting to the study's ethical compliance on June 10, 2023.

RESULTS AND DISCUSSIONS

The section presents the analysis and interpretation of the respondents' data on the core-job characteristic of public school teachers based on the research objectives of this study. The order of results and discussions is as follows: level of positive personality traits of teachers; level of organizational commitment, level of work environment level of core-job characteristic of teachers; correlations of the variables involved; and structural equation model analysis results.

Level of Positive Personality Traits of Teachers

Exhibited in Table 1 is the level of Positive Personality Traits of Teachers measured by positive self-image, commitment, outward or people orientation, and culture identification. An overall mean of 4.47 (SD of 0.36) was obtained which is described as very high. This means that the level of positive personality traits of teachers is manifested/evident all the time. On a per-indicator analysis, it was found that the indicator Commitment has the highest mean of 4.60 or Very High, with a standard deviation of 0.30, while the indicator Outward or People Orientation has the lowest mean of 4.17 or High, with a standard deviation of 0.58. The level of Positive Personality Traits of Teachers in Region XI was found to be very high.

The results show that Positive Personality Traits of Teachers is very high. This indicates that Positive Personality Traits among public school teachers is always evident. The result showed that the teachers manifested the characteristics of having a positive personality Traits. Commitment is present as teachers are really thankful to those someone who does anything for them and care deeply for people close to them. Moreover, teachers also manifested the Positive Self Image of which teacher are always looking at the brighter side of their life.

Table 1

Level of Positive Personality Traits of Public School Teachers

Indicators	SD	Mean	Descriptive Level
Positive Self Image	0.37	4.59	Very High
Commitment	0.35	4.60	Very High
Outward or People Orientation	0.58	4.17	High
Culture Identification	0.38	4.50	Very High
Overall	**0.36**	**4.47**	**Very High**

However, among the indicators, Outward or People Orientation gained a lowest mean but still in a high descriptive equivalent. Results revealed that more particularly in the beliefs that teachers are friendly person.

Furthermore, the result was supported by Berkovich & Eyal (2021) notion that personality traits are crucial in determining the impact and efficacy of instruction. Positive personality traits like empathy, resilience, and flexibility make educators more capable of building strong relationships with their students, fostering a supportive learning environment, and navigating the challenges of the teaching profession.

Also, public school teachers play a critical role in shaping the educational landscape, and their positive personality traits and performance are paramount to the success of the education system. Positive personality traits significantly influence the experiences of these teachers in the Philippines (Fabelico & Afalla, 2020). By acknowledging the importance of these traits and providing support systems to nurture them, education stakeholders can create a more conducive environment for teachers to thrive, ultimately benefiting both educators and students (Khalilzadeh & Khodi, 2021).

Level of Organizational Commitment

It can be depicted on Table 2, the weighted means of each criterion of organizational commitment that are presented. The overall weighted mean is 3.90 with a standard deviation of 0.66 and has a descriptive interpretation of High. The results revealed that the Affective Commitment has the highest mean score with a mean value of 3.95, which is described as High. This is followed by Continuance Commitment with a mean value of 3.89, which is described as High; and among the indicators Normative Commitment obtained a lowest mean with a value of 3.86 and described as High.

Table 2

Level of Organizational Commitment of Public School Teachers

Indicators	SD	Mean	Descriptive Level
Affective Commitment	0.74	3.95	High
Continuance Commitment	0.73	3.89	High
Normative Commitment	0.72	3.86	High
Overall	**0.66**	**3.90**	**High**

As per item analysis, results showed that teachers of public school manifested a characteristic of which they feel that in their organization it's like a part of their family. They had a high regard on considering their organization with a lot of personal value. They also choose to stay with their work in the organization because for them it is a matter of obligation as much as desire.

Results supported by Erlangga, Sos, and Erlangga (2021) who stated that a strong educational ecosystem depends on instructors' organizational commitment, which is crucial for developing a supportive and cooperative school climate. Teachers that show a great sense of dedication, loyalty, and connection with the vision and values of their schools and educational institutions are very valuable assets. This dedication goes beyond a simple sense of fulfillment in one's work to include a sincere concern for the achievement and welfare of pupils, coworkers, and the larger school community. Organizationally dedicated teachers are more likely to take an active part in school activities, collaborate with others, and show resilience in the face of difficulties, all of which help to create a welcoming and unified learning environment.

Moreover, Samancioglu, Baglibel, and Erwin (2020) emphasized that the degree of organizational commitment exhibited by educators directly affects the general efficacy and caliber of instruction provided in schools. Educators who have a strong sense of commitment to their organizations are more likely to devote time and energy to their professional development, enhancing their methods of instruction, and supporting new educational endeavors. This dedication results in improved student outcomes since committed and involved teachers are essential to children' academic success, personal development, and social-emotional growth.

Level of Work Environment

Shown in Table 3 is the level of work environment of public school teachers with an overall weighted mean score of 3.61 and a standard deviation of 0.53 that has a verbal interpretation of High. Results revealed that among the indicators, disability friendliness gained a highest mean of 3.83 describe as high. It was followed by staff relationship with a mean value of 3.66 with a standard deviation of 0.64. Next are right technology and physical environment of which both have gained the same mean value of 3.64. While occupational safety got a mean value of 3.47 described as high. Among the indicators of organizational commitment, Workload revealed as the lowest mean score of 3.40 with a standard deviation of 0.57.

Table 3

Level of Work Environment of Public School Teachers

Indicators	SD	Mean	Descriptive Level
Physical Environment	0.58	3.64	High
Occupational Safety	0.55	3.47	High

Workload	0.57	3.40	High
Staff Relationship	0.64	3.66	High
Right Technology	0.63	3.64	High
Disability Friendliness	0.83	3.83	High
Overall	**0.53**	**3.61**	**High**

For specific items' result, it showed that a public school teachers observed that in their organization, staff provides assistance to people with disability. and people with disability can access facilities easily. Meanwhile, some items have the lowest means and have a verbal description of High. These are items; Workload is reasonable with a mean value of 3.48, and there is no unnecessary last minute rush to do jobs with a mean value of 3.40. Among the items, item on there are enough teachers to handle current workload obtained a lowest mean of 3.32 with a descriptive equivalent of moderate.

The results show a high regard of teachers to their work environment. Same view was observed by Benevene, De Stasio, and Fiorilli (2020), who noted that teachers' experiences and effectiveness in their job are greatly influenced by their work environment. Teachers' well-being, job satisfaction, and professional development are all enhanced by a positive and encouraging work environment, which in turn improves the quality of education that kids get. Teachers are more likely to be motivated, engaged, and dedicated to their jobs when they perceive that their administrators and colleagues value, respect, and support them. Additionally, Yusof (2021) highlighted that a supportive work atmosphere encourages educators to collaborate, communicate, and make decisions as a team, which strengthens the coherence and efficacy of teaching methods. Through the prioritization of the establishment of a supportive and empowered work environment, educational establishments can foster an excellence culture that is advantageous to both educators and learners.

Level of Core-job Characteristic

In Table 4, presents the level of core-job characteristic of teachers with an overall weighted mean score of 3.76 and a standard deviation of 0.57 that has a verbal interpretation of High. For specific indicators' result, the highest means with a verbal description of High obtained on Autonomy with a mean value of 3.83; next is Skill's Variety with a mean value of 3.81, Feedback with a mean value of 3.80, and Task Significance with a mean values of 3.68. Meanwhile, among the items, the lowest mean value obtained on indicator Task Identity with 3.67 a high descriptive equivalent.

Table 4

Level of Core Job Characteristics of Public School Teachers

Indicators	**SD**	**Mean**	**Descriptive Level**
Skill's Variety	0.67	3.81	High
Task Identity	0.74	3.67	High
Task Significance	0.67	3.68	High
Autonomy	0.67	3.83	High
Feedback	0.69	3.80	High
Overall	**0.57**	**3.76**	**High**

With this findings, Toropova, Myrberg, and Johansson (2021) supported that core job characteristics are essential in encouraging teacher retention and lowering attrition rates in educational settings. Teachers are

more likely to stick with their profession and the company if they believe that their work is relevant, challenging, and in line with their values and talents. On the other hand, a lack of core job characteristics, like little autonomy or inadequate feedback, can cause instructors to feel dissatisfied, burned out, and disengaged, which can ultimately lead to higher turnover rates and disturbances in the classroom. As emphasized by Naseer et al (2020) educational institutions can improve teacher retention and create a more stable and harmonious teaching environment by giving priority to strategies that enhance core job characteristics. These strategies include offering professional development opportunities, fostering a culture of collaboration, and recognizing teachers' contributions.

Relationship Between Positive Personality Traits and Core-Job Characteristic

Presented in Table 5.1 are the test results of the relationship between Positive Personality Traits and Core-Job Characteristic of teachers. As can be noted in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of .675 with a p-value of .000 which is <0.05 signified the rejection of the null hypothesis. This means that there is a significant relationship between principal Positive Personality Traits and Core-Job Characteristic of teachers. This means that Positive Personality Traits is correlated with Core-Job Characteristic of teachers.

Table 5.1

Significance on the Relationship between Positive Personality Traits and Core Job Characteristics of Public School Teachers

Positive Personality Traits	Core Job Characteristics					
	Skill's Variety	Task Identity	Task Significance	Autonomy	Feedback	**Overall**
Positive Self Image	.522** .000	.541** .000	.594** .000	.362** .000	.419** .000	**.594** .000**
Commitment	.366** .000	.452** .000	.425** .000	.397** .000	.509** .000	**.523** .000**
Outward or People Orientation	.474** .000	.411** .000	.572** .000	.485** .000	.447** .000	**.579** .000**
Culture Identification	.486** .000	.535** .000	.406** .000	.502** .000	.592** .000	**.613** .000**
Overall	**.541** .000**	**.556** .000**	**.595** .000**	**.519** .000**	**.569** .000**	**.675** .000**

*Significant at 0.05 significance level.

More particularly, the result reveals that all indicators of positive personality traits are positively correlated with Core-Job Characteristic, since the p-value is less than 0.05 and the overall r-value is .594 on Positive Self Image, .523 on Commitment, .579 on Outward or People Orientation, .613 on Culture Identification.

The results are consistent with those of Mercer and Gregersen (2020), who demonstrated the relationship between personality traits and core job characteristics and their respective roles as significant predictors of work outcomes. Furthermore, teacher retention and well-being in educational contexts are significantly impacted by the alignment of positive personality traits with core job characteristics (Bardach, Klassen, & Perry, 2022). Higher levels of job satisfaction and increased organizational commitment and retention are

probable for teachers who feel that their personality traits and core job characteristics align well. On the other hand, Meng et al (2020) stated the relationship between positive personality traits and core job characteristics influences the overall effectiveness of teaching practices and student outcomes. Teachers who feel empowered and supported in their roles are more likely to exhibit high levels of motivation, engagement, and innovation in their teaching.

Relationship Between Organizational Commitment and Core Job Characteristics

Shown in Table 5.2 are the results of the test of the relationship between Organizational Commitment and Core Job Characteristics. The results show that the overall values reveal a positive and significant relationship between Organizational Commitment and Core Job Characteristics (r=.618, p<.05).

Table 5.2

Significance of the Relationship between Organizational Commitment and Core Job Characteristics of Public School Teachers

Organizational Commitment	**Core Job Characteristics**					
	Skill's Variety	Task Identity	Task Significance	Autonomy	Feedback	**Overall**
Affective Commitment	.336** .000	.404** .000	.464** .000	.540** .000	.329** .000	**.501** .000**
Continuance Commitment	.371** .000	.438** .000	.428** .000	.633** .000	.464** .000	**.565** .000**
Normative Commitment	.390** .000	.473** .000	.402** .000	.687** .000	.550** .000	**.607** .000**
Overall	**.406** .000**	**.486** .000**	**.478** .000**	**.687** .000**	**.495** .000**	**.618** .000**

*Significant at 0.05 significance level.

More specifically, all of the indicators of Organizational Commitment correlate positively with and Core Job Characteristics, namely Affective Commitment (r=.601, p<.05), and Continuance Commitment (r=.565, p<.05), Normative Commitment (r=.607, p<.05).

This was supported by Lee, Nie, and Bai (2020) who discussed that teachers with higher levels of organizational commitment are those who see the value of their work, feel an emotional connection to their schools, and plan to stay in the field. Teachers become more devoted and committed as a result of this commitment, which increases job security and continuity in educational institutions. On the other hand, instructors may experience feelings of disengagement, disillusionment, and turnover as a result of mismatches between organizational commitment and core job characteristics. Educational institutions can increase organizational commitment and encourage long-term retention among their teaching staff by creating a good and encouraging work environment that honors teachers' contributions and offers opportunities for professional growth and development.

Relationship Between Work Environment and Core Job Characteristics of Public School Teachers

Table 5.3 shows the results of the test of the relationship between Work Environment and Core Job Characteristics of Public School Teachers. The results show that the overall values reveal a positive and significant relationship between Work Environment and Core Job Characteristics (r=.653, p<.05).

Table 5.3

Significance on the Relationship between Work Environment and Core Job Characteristics of Public School Teachers

Work Environment	Core Job Characteristics					
	Skill's Variety	Task Identity	Task Significance	Autonomy	Feedback	**Overall**
Physical Environment	.400** .000	.505** .000	.353** .000	.478** .000	.447** .000	**.533** .000**
Occupational Safety	.508** .000	.503** .000	.360** .000	.508** .000	.500** .000	**.578** .000**
Workload	.506** .000	.512** .000	.450** .000	.419** .000	.522** .000	**.587** .000**
Staff Relationship	.593** .000	.314** .000	.395** .000	.306** .000	.385** .000	**.483** .000**
Right Technology	.636** .000	.407** .000	.492** .000	.306** .000	.343** .000	**.530** .000**
Disability Friendliness	.801** .000	.493** .000	.474** .000	.318** .000	.240** .000	**.565** .000**
Overall	**.706** .000**	**.544** .000**	**.508** .000**	**.457** .000**	**.472** .000**	**.653** .000**

*Significant at 0.05 significance level.

For specific details, all of the indicators of Work Environment correlate positively with core job Characteristics of public school teachers namely; Physical Environment (r=.533, p<.05), Occupational Safety (r=.578, p<.05), Workload (r=.587, p<.05), Staff Relationship (r=.483, p<.05), Right Technology (r=.530, p<.05), disability friendliness (r=.565, p<.05).

On the same findings, Toropova, Myrberg, and Johansson (2021) emphasized that teacher retention and well-being within educational institutions are significantly impacted by the relationship of the work environment with core job characteristics. Teachers are more likely to be satisfied with their jobs when they work in an environment that is encouraging, inclusive, and helpful. This increases organizational commitment and retention. Prioritizing work environment improvement techniques, like encouraging transparent communication, giving educators access to resources and support, and cultivating a culture of appreciation and teamwork, can help schools raise the job satisfaction, morale, and general well-being of their faculty.

Additionally, Rai and Maheshwari (2020) asserted that the overall efficacy of teaching strategies and student outcomes are influenced by the link between the work environment and core job characteristics. Collaborating with colleagues to address students' different learning needs, implementing evidence-based teaching practices, and providing timely and meaningful feedback to students are all made easier for teachers working in environments that are marked by trust, respect, and support. Furthermore, instructors who work in a good environment are more likely to reflect on and refine their teaching methods on a regular basis, participate in ongoing professional development, and keep up with the latest developments in education.

Significance on the Influence of Positive Personality Traits, Organizational Commitment and Work Environment on the Core Job Characteristics of Public School Teachers

Presented in Table 6 the influence of positive personality traits, organizational commitment and work environment on core-job characteristic public school teachers. Further, as indicated by the F-value of 258.324 with a corresponding p-value of 0.000, the regression model is therefore significant. Hence, it leads to the rejection of the null hypothesis. It could be stated that there is a variable that can predict the core-job characteristic of teachers in public schools.

Table 6

Significance on the Influence of Positive Personality Traits, Organizational Commitment and Work Environment on the Core Job Characteristics of Public School Teachers

Core Job Characteristics					
(Variables)		B	β	t	Sig.
Constant		-1.281		-6.035	.000
Positive Personality Traits		.571	.360	10.031	.000
Organizational Commitment		.258	.299	8.628	.000
Work Environment		.411	.385	11.455	.000
R	.824				
R^2	.679				
ΔR	.677				
F	258.324				
ρ	.000				

In addition, the R^2 of .679 signifies that 67.9 percent of the variation in core-job characteristic of teachers is explained by the predictor variables, positive personality traits, organizational commitment and work environment.

This means that 32.1 percent of the variation could be attributed to other factors aside from these three exogenous variables.

The presentation revealed that the standard coefficient of work environment has the highest beta of .385. It indicates that work environment has the greatest influence on the core-job characteristic of teachers in public schools compared to Positive Personality Traits with .360, and organizational commitment with .299 respectively.

This result is supported with the findings of several studies conducted. Lee et al (2020) highlighted in a discussion that positive personality traits, organizational dedication, and work environment have a multifaceted influence on core job characteristics among teachers, which in turn shapes the educational setting's overall teaching experience and outcomes. Positive personality traits often intersect with organizational commitment and the work environment to influence teachers' perceptions of core job characteristics such as autonomy, feedback, and task significance.

Further, Gopinath (2020) discussed that instructors with great organizational commitment are more likely to consider their work environment as helpful and collaborative, whereas highly conscientious instructors may look for roles that provide opportunity for autonomy and professional advancement. A positive feedback loop is created by this alignment, whereby favorable personality qualities increase organizational commitment, which in turn improves the work environment and core job characteristics, creating a symbiotic relationship that promotes teacher effectiveness and job satisfaction.

Generated Structural Models

This part analyzes the interrelationships among the variables in the study. Five models were generated to obtain the best fit model of core job characteristic of teachers. The models were assessed against the given fit indices and served as basis to accept or reject the model.
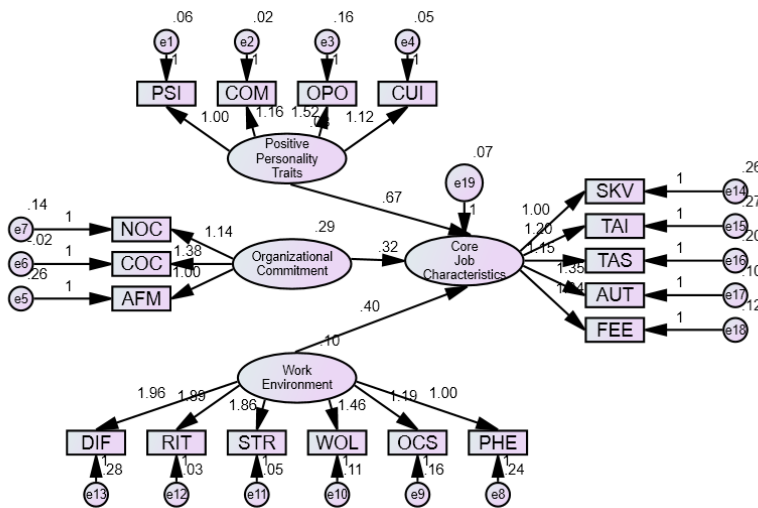

Figure 2: Structural Generated Model 1

On generated Structural Model 1 presented the direct relationship between the endogenous and exogenous variables. As shown in Appendix, Table 7.1, the results show that team work environment is strongly represented by their factors, with the highest beta values (.385) followed by positive personality traits (beta = .360) and Organizational Commitment with (beta = .299). Table shows that exogenous variables, positive personality traits, Organizational Commitment and work environment predict core job characteristic having a P-value of >0.05. Also, Table 9, goodness of fit results, reveals that the model fit values were not within the range of the indices criteria as shown by CMIN/DF > 2, GFI, CFI, NFI, TLI < 0.95, and RMSEA > 0.05 with a P- Close < 0.05. This means that the model does not fit with the data.
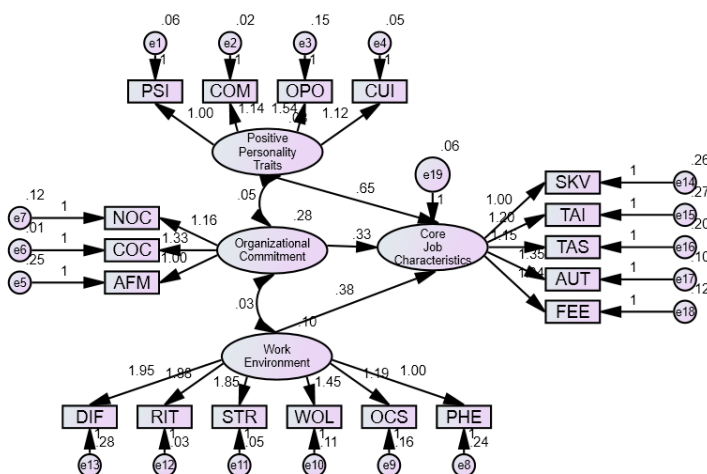

Figure 3: Structural Generated Model 2

Generated Structural Model 2 portrayed the variance between the exogenous variables positive personality traits, Organizational Commitment and work environment and the core job characteristic. As shown in Appendix, data show that positive personality traits and Organizational Commitment are interconnected and have correlation to core job characteristic. Meanwhile, Table shows that the exogenous variables do not significantly influence professional learning communities having a P-value of >0.05. Also, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF > 2, GFI, CFI, NFI, TLI < 0.95, and RMSEA > 0.05 with a P- Close < 0.05. This means that the model shows a very poor fit.
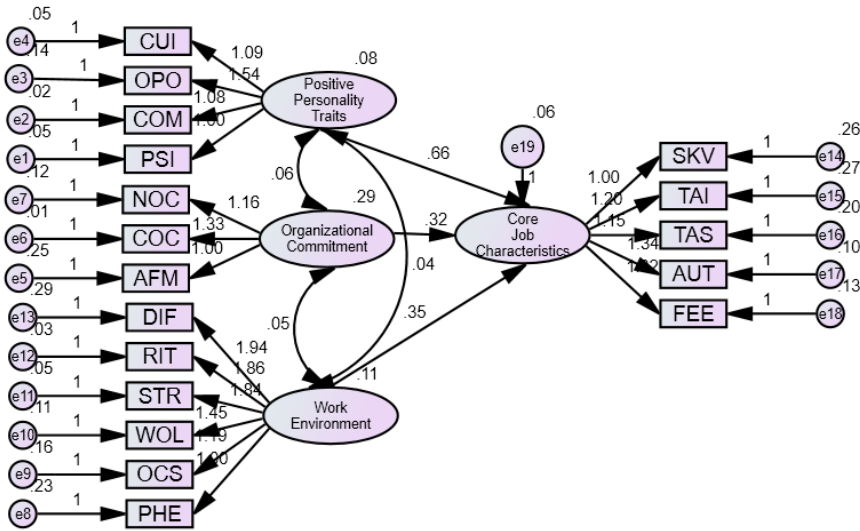

Figure 4: Structural Generated Model 3

Generated Structural Model 3 is another variance of the previous models presenting the correlation of positive personality traits and organizational commitment to core job characteristic with their causal relationships of organizational commitment and work environment to core job characteristic. As shown in Appendix, shows that core job characteristic is strongly represented by their factors, and the data also showed that the exogenous variables significantly correlated to core job characteristic having a P-value of less than 0.05. However, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF > 2, GFI, CFI, NFI, TLI < 0.95, and RMSEA > 0.05 with a P- Close < 0.05. This means that the model did not meet the necessary criteria.

Generated Structural Model 4 is another model modification of the previous models showing the no direct causal relationship among the three exogenous variables. However, the exogenous variables, positive personality traits, organizational commitment, and work environment have strong link with the endogenous variable, core job characteristic. As shown in Appendix, Data shows, that the exogenous variables significantly influence core job characteristic having a P-value of less than 0.05. Also, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF > 2, GFI, CFI, NFI, TLI < 0.95, and RMSEA > 0.05 with a P- Close < 0.05. This means that the model did not meet the necessary criteria.

Best Fit Model of Core Job Characteristic

Figure 4 exhibits the standard estimates of Generated Model 5. Model 5 portrayed the interrelationships of the latent exogenous variables, positive personality traits, organizational commitment, work environment and its direct causal relationship with the latent endogenous variable, core job characteristic in public schools. As can be seen in model 5, the best fit model, positive personality traits, organizational commitment, work environment are exogenous variables that have direct causal relationship on core job characteristic. The model also revealed the interconnectedness of these three exogenous variables. Positive personality traits and work environment had a direct relationship with core job characteristic. Further positive personality traits also had direct relationship with work environment.

On the other hand, the work environment two out of six indicators, namely, Physical Environment and Right Technology significantly affect core job characteristic. Based on the result, it can be construed that the core job characteristic in Region XI was best anchored on positive personality traits which was measured in terms of Positive Self Image and Outward or People Orientation; organizational commitment in terms of Affective Commitment, Continuance Commitment, and Normative Commitment; and work environment in terms of Physical Environment and Right Technology.

Furthermore, the generated structural model 5 shows a direct causal link of the exogenous variable with the endogenous variable. The endogenous variable core job characteristic is measured in terms of Skill's Variety, Task Identity, Task Significance, Autonomy, and Feedback. However, the model displayed only two out of its five indicators that remained viable core job characteristic, namely, Skill's Variety and Task Identity. The indicators on Commitment and Culture Identification on positive personality traits; Occupational Safety, Workload, Staff Relationship, and Disability Friendliness on work environment; and Task Significance, Autonomy and Feedback on core job characteristic were trimmed since their beta values and p-value did not obtain the desired values.

These results can further explain by (Meador, 2019) that for him the personality traits make up a person go a long way in determining how successful he is in his chosen job. There are certain personality traits that help teachers and succeed. The result is in alignment with other empirical study of Gokyer, (2017) who viewed that an individual to play his role solely for the well-being of the organization, in relation with its goals and values. Committed workers firmly believe in the goals and values of the organization, voluntarily follow orders and expectations. This can define his job characteristic.

Table 7. Goodness of Fit Measures of Structural Best Fit Model

INDEX	CRITERION	MODEL FIT VALUE
P-value	> 0.05	.062
CMIN/DF	0 < value < 2	1.888
GFI	> 0.95	.989
CFI	> 0.95	.995
NFI	> 0.95	.991
TLI	> 0.95	.984
RMSEA	< 0.05	.049
P-Close	> 0.05	.479

Legend:

CMIN/DF - Chi-Square/Degrees of Freedom   **GFI** - Goodness of Fit Index

NFI -   Normed Fit Index   **RMSEA -** Root Means Square of Error Approximation

TLI -   Tucker-Lewis Index   **P-close-**P of Close Fit

CFI -   Comparative Fit Index

On the other hand, Table 7 reveals the result of the goodness of fit measures, of Generated Model 5. As can be seen in the results, all model fit values have successfully met the criteria set by each index; CMIN/DF < 2, GFI, CFI, NFI, TLI 0. >95, and RMSEA <0.05 with a P- Close >0.05. The result is in alignment with the criteria set by Arbuckle and Wothke (1999) emphasizing the CMIN/DF should be less than 2, and Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), Normed Fit Index (NFI), and Goodness of Fit Index (GFI) should be more than 0.95. Moreover, the RMEA and PCLOSE values are supported by Browne and Sugawara

(1996) indicating 0.01, 0.05 and 0.08 as excellent, good, and mediocre fit respectively, with a P-Close that is greater than 0.05. This is also supported by the Job characteristics theory or known as the Core characteristics model of which developed by Greg R. Oldham and J. Richard Hackman (1988) as a theory of work design. It is widely used as a framework to study how job outcomes, are affected by particular job characteristics. It provides a set of implementing principles for enriching jobs in organizational settings.

As reflected in the displayed Table 8 under appendices the regression weights exhibited by the influence between exogenous variables endogenous variables. The paths presented in this model 1 obtained a regression weigh of 0.672 for positive personality traits, 0.321 for organizational commitment, for work environment 0.306. However, in model 2, regression weigh of 0.645 for positive personality traits, 0.329 for organizational commitment for 0.378. For model 3, a regression weigh of 0.656 for positive personality traits, 0.329 for organizational commitment and for work environment has 0.351. Meanwhile for model 4, the regression weigh for positive personality traits is 1.099. While for model 5 it gained a regression weigh of .719 for positive personality traits, 0.165 for organizational commitment, and for work environment 0.827. This indicates that positive personality traits and work environment greatly contributed to the core job characteristic of teachers in public schools more than organizational commitment.

Table 8

Regression Weights of the 5 Generated Models

Model	Exogenous Variables to Endogenous Variable		
	Positive Personality Traits	**Organizational Commitment**	**Work Environment**
1	.672***	.321***	.396***
2	.645***	.329***	.378***
3	.656***	.324***	.351***
4	1.099***	-	-
5	.719***	.165***	.827***

Table 9

Summary of Goodness of Fit Measures of the Five Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	18.833	.575	.656	.645	.601	.220	.000
2	.000	18.683	.578	.664	.653	.605	.219	.000
3	.000	18.376	.583	.672	.661	.612	.217	.000
4	.000	18.240	.583	.673	.661	.615	.216	.000
5	.062	1.888	.989	.995	.991	.984	.049	.471

Legend: CMIN/DF – Chi Square/Degrees of Freedom NFI –Normed Fit Index GFI – Goodness of Fit Index TLI -Tucker-Lewis Index RMSEA – Root Mean Square of Error Approximation CFI - Comparative Fit Index

CONCLUSIONS AND RECOMMENDATION

As can be depicted in the results of the study, conclusions are presented in this section. The results manifested a very high level of positive personality traits, a high level of organizational commitment, a high level of work environment, and a high level of core job characteristic. It generally showed that there is a strong significant relationship between positive personality traits and organizational commitment, work environment and core job characteristic.

Moreover, the findings of this study failed to accept the null hypothesis that there is no influence between positive personality traits and organizational commitment, work environment and core job characteristic of public school teachers. It means that the results were explained by the influence of the exogenous variables on core job characteristic. Further, the Model 5 shows the interrelationships of the latent exogenous variables positive personality traits and organizational commitment, and work environment and its causal relationship with the latent endogenous variable, core job characteristic of school heads. All indices in Model were found to be consistently indicating a very good fit model as their values fall within each criterion.

The findings of this study validate the job theory of Greg R. Oldham and J. Richard Hackman (1988) who used as a framework to study how job outcomes, are affected by particular job characteristics. It provides a set of implementing principles for enriching jobs in organizational settings. Based on the findings and conclusions, recommendations will be offered. The study revealed that outward or people orientation indicators in the level of positive personality traits exhibited the lowest mean. It is crucial to address this area to enhance overall organizational effectives and well-being. Specific recommendations include training and development programs, mentoring and coaching, team-building activities, feedback mechanisms and organizational culture initiatives.

With an organizational commitment, indicator normative commitment obtained the lowest mean score. It is also recommended to promote a strong educational mission and vision and strengthen professional development programs. It is also recommended to allow teachers to observe fellow teachers' way of teaching on the current trends and methodologies.

Furthermore, work environment obtained the lowest mean on the indicators Workload and Occupational Safety. Specifically, on the items There are enough teachers to handle current workload, there is no unnecessary last minute rush to do jobs, Safety of documents are guaranteed, there are no cases of theft and Staffs are confident to perform a first aid. In order to carry out these suggestions, school heads—who serve as the primary facilitators in public schools—are urged to keep putting the school learning action cell (SLAC) and the Mid-Year Performance Review and Evaluation (MYPRE) into practice. They should concentrate on providing teachers with the best training possible to support core job characteristics. Finally, in order to confirm findings that are significant in the fundamental work qualities of public school teachers or other respondents, future researchers may duplicate this study or include more factors.

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