

Knowledge Sharing, Organizational Commitment and Work Engagement of Teachers: Basis for Training Program

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ABSTRACT

This study determined the extent of knowledge sharing and its relationship to the organizational commitment and work engagement among teachers in one of the Division in Negros Island Region for the school year 2026-2027 as the basis for the human resource development plan. Descriptive-correlational survey method was used which involved a questionnaire. The respondents were 114 teachers. The extent of knowledge sharing of teachers was taken collectively on the areas of Individual Scale, Team Culture Scale and Service Innovation Scale were rated with high level. The extent of work engagement of teachers was taken collectively on the following categories Vigor, Dedication and Absorption, which were rated as a high extent. The extent of organizational commitment as perceived by the teachers when they are taken collectively on the following, Affective Commitment, Continuance Commitment and Normative Commitment were high extent. There was no significant relationship between the extent of knowledge sharing, work engagement and organizational commitment as perceived by the teachers. The researcher advised the school administrators to create plans and programs for a training initiative that will foster knowledge sharing, organizational commitment and work engagement.

Keywords: Knowledge Sharing, Organizational Commitment, performance work engagement, Teachers

INTRODUCTION

In the modern educational ecosystem, the competitive advantage and performance of academic institutions depend heavily on the continuous growth and psychological well-being of their teaching workforce. Global educational frameworks emphasize that teachers are no longer isolated instructors; rather, they serve as knowledge brokers, community leaders, and institutional pillars (OECD, 2020). As educational policies evolve to meet rapid technological advancements and changing learner demographics, schools face mounting pressure to cultivate environments where professional collaboration, institutional loyalty, and active engagement thrive naturally (Fullan, 2021).

Knowledge sharing refers to the voluntary exchange of explicit instructional materials, pedagogical strategies, and tacit experiential insights among educators. When teachers engage in peer exchange, individual expertise transforms into collective institutional intelligence, improving curriculum delivery and fostering a culture of professional learning communities (DuFour et al., 2021). Traditional school structures often promote classroom isolation. Teachers frequently work in silos due to time constraints, lack of structured sharing platforms, or competitive school climates, leading to knowledge hoarding (Lomas, 2020). Increasing administrative burdens, policy shifts, and emotional exhaustion continue to drain teacher vigor and dedication, resulting in quiet quitting or career exit (Kyriacou, 2019; Toropova et al., 2021).

One of the numerous obstacles in running a successful organization is keeping teachers engaged and motivated. According to Lee & Kim (2023). Work engagement has a direct effect on organizational commitment because engaged teachers create an atmosphere that encourages commitment in several various ways, including by giving them opportunities for growth, recognition, and autonomy. Many teachers struggle to design and deliver a high-quality of service due to inadequate training and knowledge sharing.

Evaluating the levels of knowledge sharing, organizational commitment, and work engagement among teachers allows educational managers to identify underlying socio-professional gaps before designing interventions. Understanding the directional relationships and correlations between these variables provides actionable data regarding whether fostering collaborative sharing platforms directly reinforces teacher commitment and workplace energy.

Ultimately, the primary justification for this study lies in its culminating objective: the design of a data-driven Training Program. Rather than deploying generalized professional development modules, the proposed training program will be derived directly from empirical findings. It will specifically target identified deficits establishing structured peer-learning networks, strengthening affective commitment to institutional visions, and renewing teacher vigor and absorption in classroom practice.

METHODOLOGY

Research Design

This study utilized descriptive-correlational research design. Descriptive-correlational research design is a non-experimental, quantitative methodology that combines two foundational approaches: descriptive research which measures and profiles the status of variables and correlational research which tests the relationships and statistical associations between those variables. The primary purpose of the study was twofold to assess current levels of teacher practices and psychological states, and to determine the structural associations among them. Because the study neither introduces experimental treatment nor manipulates classroom settings, a non-experimental, descriptive-correlational approach is the most methodologically accurate alignment. The descriptive-correlational design allowed researchers to capture authentic, real-time perceptions through validated survey instruments in a naturalistic educational setting.

Subject and Respondents of the Study

The subject and respondents of the study were the 114 public senior high school teachers for school year 2026-2027 employed in one of the divisions in Negros Island. To select the respondents, this study employed total enumeration also known as census sampling. Total enumeration is a non-probability sampling technique where the entire defined population that meets the specific inclusion criteria is included in the research sample without applying randomization or sample size reduction techniques.

Total enumeration was selected as the most appropriate strategy for this study due to the manageable population size: Because the total target population consists of exactly $N = 114$ senior high school teachers, the population is sufficiently small and logistically accessible to include in its entirety. Attempting to draw a smaller sample would unnecessarily reduce statistical power. By collecting data from every single member of the population, the study eliminates sampling error ($e = 0$) and avoids sampling bias, thereby ensuring that the descriptive profiles and statistical correlations accurately reflect the true characteristics of the entire population. High Statistical Precision and Generalizability including the full census of 120 educators strengthens the statistical validity of the correlational analyses between AI tool usage and personalized learning environment optimization. The resulting statistical outputs offer maximum empirical fidelity and direct applicability to the target school division without requiring speculative statistical extrapolation.

Population and Sample Size

The target population for this study comprised all 114 public Senior High School (SHS) teachers across various academic and technical-vocational tracks in a designated Schools Division within the Negros Island Region for the School Year 2025–2026. Because the total population was manageable and relatively small, a universal sampling approach also known as a total population census was employed. Consequently, all 114 Senior High School teachers were included as the primary respondents of the study.

Data Gathering Instrument

The researcher gathers the needed data for this study by constructing a modified survey questionnaire by Toylan, Semerciöz, & Hassan, (2020) using a set of questions to determine the extent of the knowledge sharing, organizational commitment and work management for senior high school teachers in one of division in Negros Island Region for the school year 2026-2027.

A modified questionnaire was used to assess the extent of the knowledge sharing, work engagement, and organizational commitment. The instrument is a paper-pencil self-administered instrument.

For the part I, for knowledge sharing, the research instrument by Toylan, Semerciöz, & Hassan, (2020) was used. There were three categories namely Individual Scale, Team Culture Scale and Service Innovation Performance Scale with 30 items.

For the part II, work engagement questionnaire of Kuzior, Kettler, & Rab (2022). Great Resignation Ethical, Cultural, Relational, and Personal Dimensions of Generation Y and Z teachers' Engagement was used with three categories in terms of vigor, dedication and absorption that composed of 15 items.

Part III of the instrument used Fantahun, Dellie, Worku, & Debie, (2023). Organizational commitment and associated factors among health professionals working in public hospitals of southwestern Oromia, Ethiopia.

Organizational commitment questionnaire was modified to measure the organizational commitment of the teachers. There were three categories in terms of the Affective Commitment Scale, Continuance Commitment Scale and the Normative Commitment Scale with 5 items in each category. Validity of the research instrument was subject to face validation where five (5) validators who were school principals, master teachers and education program supervisor were asked whether an instrument. To ensure the structural integrity, relevance, and accuracy of the survey instrument, content validation was systematically conducted using Lawshe's Content Validity Ratio (CVR) framework. It measures the concept intended. To ensure the structural integrity, relevance, and accuracy of the survey instrument, content validation was systematically conducted using Lawshe's Content Validity Ratio (CVR) framework. After measuring the validity of the questionnaire and the incorporation of all corrections and suggestions from the jury and panel members, the reliability of the instrument was been established. Dry-run participants included 30 teachers in Junior High School which are outside of the sample set chosen for the study. Then, Cronbach Alpha was employed to determine the reliability index of the questionnaire. The data gathering instrument obtained a validity score of 0.929 and reliability score of 0.943, which was considered valid and reliable.

Data Analyses

After the data collection, the data were tallied, tabulated, and analyzed using the appropriate statistical tools.

To answer the statement of the problem 1,2, and 3 which states, what is the determine extent of knowledge sharing, work engagement, and organizational commitment, mean and standard deviation was used.

The formula for mean is presented below:

$$\bar{x} = \frac{\sum x}{n}$$

Where:

$\bar{x}$ = mean

n= sample size

The formula for standard deviation is presented below:

$$\sigma = \sqrt{\frac{\sum_{i=1}^N (x_i - \mu)^2}{N}}$$

Where:

σ = population standard deviation

X = each data value

μ = population mean

N = total number of observations

Σ = summation symbol

The mean scores in problem number 1, 2, and 3 were interpreted as follows:

Mean Range	Verbal Description
4.21-5.00	Very High Extent
3.41-4.20	High Extent
2.61-3.40	Moderate Extent
1.81-2.60	Low Extent
1.00-1.80	Very Low Extent

To test the relationship between significant relationship between knowledge sharing and work engagement., between knowledge sharing and work engagement, and knowledge sharing and work engagement, Spearman Rank Order Coefficient Correlation was used.

The formula for Spearman Rank Order Coefficient Correlation is presented below:

$$r_s = 1 - \frac{6 \sum D^2}{n(n^2 - 1)}$$

where:

r_s = Spearman Rank Order Coefficient Correlation

$\sum D^2$ = sum of the squares of the difference between rank x and rank y

n = number of data pairs

6 = constant

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered in the study. The information is arranged in an organized manner to clearly address the research questions and objectives, with the use of appropriate statistical methods and tools for accurate interpretation of the results.

Extent of Knowledge Sharing of Teachers

Table 1 below shows extent of knowledge sharing of teachers

Table. 1 Extent of Knowledge Sharing of Teachers in terms of Individual, Team Culture, and Service Innovation Scale.

Statements	Mean	SD	Interpretation
Individual scale	4.43	.34	Very High
1. I want to become a person with professional knowledge in the eyes of my colleagues.	4.37	.98	Very High
2. I believe that sharing among employees can help establish my image as an expert.	3.88	1.19	High
3. I will help my co-employee address work problems would make me feel happy and satisfied.	4.24	1.15	Very High
4. I would personally help personnel regardless of whether or not they ask for my help.	3.92	.77	High
5. I am pleased to learn and share knowledge among co-employee.	4.45	.83	Very High
6. I enjoy exchanging knowledge and I don't ask anything in return.	4.52	.81	Very High
7. I am willing to use my spare time to help other personnel.	4.70	.58	Very High
8. I believe that members should help each other to foster knowledge sharing.	4.81	.52	Very High
9. I believe that if there is a proper transmission of knowledge sharing employee will be highly competent in their fields.	4.70	.57	Very High
10. I respect others' impression that I am willing to assist people.	4.68	.47	Very High
Team Culture	4.17	.64	High
1. I believe my team supports knowledge and technical information sharing.	3.96	.77	High
2. I am pleased to learn and share knowledge among the different teams.	4.34	.47	Very High
3. I believe that members should help each other through teamwork to foster knowledge sharing.	4.74	.44	Very High
4. I would share knowledge with colleagues who had assisted me in the past.	4.67	.47	Very High
5. I believe that the school assigns coordinators to coordinate teamwork.	4.10	.96	High
6. I believe the school coordinator work by directly communicating with knowledgeable team members.	4.07	.89	High



7. I believe the school members hold regular meetings to coordinate teamwork.	3.81	1.27	High
8. I believe each member of the team contributes equally to our school service innovation	3.89	1.06	High
9. I believe that the service team possesses a fine spirit.	4.14	.78	High
10. I believe that members of this team have a strong sense of participation.	4.02	.79	High
Service Innovation	3.55	.38	High
1. At work, I seek new service technique and methods.	4.28	.74	Very High
2. At work, I sometimes come up with innovative and creative notions.	3.97	.75	High
3. At work, I sometimes propose my creative ideas and try to convince others.	3.81	.58	High
4. At work, I provide a suitable plan and workable process for developing new ideas.	3.27	.80	High
5. At work, I consider myself a creative member of my team.	3.43	.69	High
6. At work, the school provides a suitable environment for new services.	3.20	.40	High
7. At work, all departments and units interact well to develop new ideas.	3.08	.83	High
8. At work, school head and frontline service personnel collaborate closely to develop and execute new service.	3.40	.49	High
9. At work, the school offer incentives or promotions to members involved in the department of new innovation upon the success of their project.	3.23	.55	High
10. At work, the school will dedicate some resources to developing new services.	3.78	.97	High
Knowledge Sharing as a whole	4.05	.29	High
<i>Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low</i>			

The extent of knowledge sharing among teachers was assessed on an individual scale, revealing a very high overall level of engagement with a mean score of 4.43 and a standard deviation of 0.34. Several items demonstrated very high levels of knowledge-sharing behavior. For instance, the desire to help the co-employee to address work problem as a knowledgeable professional among colleagues scored a mean of 4.24, while the belief that sharing helps establish an expert image yielded a mean of 3.92. Additionally, the conviction that mutual assistance fosters knowledge sharing and that proper knowledge transmission enhances employee competence received high scores of 4.45 and 4.52, respectively. Other indicators with a very high interpretations still reflected strong tendencies toward knowledge sharing. Helping coworkers solve problems brought happiness and satisfaction, with a mean of 4.70, while the enjoyment of exchanging knowledge without expecting anything in return scored 4.52. Willingness to assist others, whether proactively or upon request, also ranked highly, with means of 4.70 and 4.81, respectively. Furthermore, officers expressed pleasure in learning

and sharing knowledge, averaging 4.70, and valued maintaining a positive impression as helpful individuals, scoring 4.48. Overall, the findings suggest that teachers actively engage in knowledge sharing, driven by personal satisfaction, professional image, and a strong belief in collaborative growth.

As supported that employee, one must be a good communicator and presenter. According to Simona (2021), a presenter needs a good communication skill in an international language and behave in different contexts of communication, respecting and understanding different interlocutor or audience in the different cultures for successful social interaction. Nonetheless, the positive results in the extent of knowledge sharing results of the study clearly revealed that teachers have proficient knowledge in ICT and communication. However, this is not enough to say that personnel are already competent in Core skills. Personnel's need to be advanced in knowing where and when to use technology for teaching and other related tasks. Teachers 'professional development is a key factor to successful integration of technology and effective communication in the workplace.

Nonetheless, the positive results in the extent of knowledge sharing results of the study clearly revealed that teachers have proficient knowledge in ICT and communication. However, this is not enough to say that personnel are already competent in Core skills. Personnel's need to be advanced in knowing where and when to use technology for teaching and other related tasks. Teachers 'professional development is a key factor to successful integration of technology and effective communication in the workplace.

The extent of knowledge sharing among teachers was also evaluated in terms of team culture, yielding an overall high level of engagement with a mean score of 4.17 interpreted as with high extent and a standard deviation of 0.64. The results indicate that team culture plays a significant role in fostering knowledge-sharing behaviors. Officers reported strong team support for sharing knowledge and technical information, with a mean of 3.96, and expressed satisfaction in learning and exchanging knowledge across different teams, scoring 4.34. Additionally, the belief that teamwork enhances knowledge sharing was prominent, reflected in a mean of 4.74. While reciprocity in knowledge sharing where officers share with colleagues who have previously assisted them was still high at 4.67, structured team coordination efforts showed slightly lower but still favorable results.

The presence of school coordinators facilitating teamwork scored 4.10, while direct communication with knowledgeable team members and regular coordination meetings received means of 4.07 and 3.81, respectively. Notably, perceptions of equal contribution among team members in service innovation were rated very high at 3.89, and the team's strong spirit and sense of participation both scored 4.14. These findings suggest that while teachers value and actively participate in team-based knowledge sharing, institutional coordination mechanisms could be further strengthened to enhance collaborative efforts. Overall, the team culture within the organization supports a high extent of knowledge sharing, driven by mutual assistance, collective participation, and a shared commitment to service improvement.

The extent of knowledge sharing among teachers was further examined in terms of service innovation, revealing a high overall level with a mean score of 3.55 and a standard deviation of 0.38. Officers demonstrated a strong inclination toward seeking new service techniques and methods, scoring 4.28, indicating a very high extent of proactive innovation. While many reported generating innovative and creative ideas (3.75), the tendency to actively propose an advocate for these ideas was more high, with means of 3.97 and 3.81, respectively. Self-perception as a creative team member also fell within the high range 3.43, suggesting room for greater confidence in innovative contributions. The organizational environment for fostering new services received moderate ratings, with the school's provision of a suitable innovation environment scoring 3.20 and interdepartmental collaboration for idea development at 3.08. Overall, the results highlight a high extent of knowledge sharing in service innovation, driven by individual initiative and supported, though not yet maximized, by institutional frameworks. Knowledge sharing should be designed to enhance flexible capabilities, service innovation, and adapt their knowledge assets in response to shifting competitive landscapes.

Teachers' knowledge sharing is taken collectively regarding individual, team, and service innovation. The findings revealed that teachers' overall knowledge sharing was in high extent in all dimensions of knowledge sharing, with an overall mean score of 4.43 and an SD of 0.34. It is reflected in the table that in terms of the Individual scale, the highest mean of 4.81 is mostly believe that members should help each other in sharing information and knowledge. The research findings indicate a high level of knowledge sharing among teachers

within the workplace. This is reflected in their consistent information-sharing and collaborative efforts with their colleagues. Specifically, teachers tend to share relevant information with their fellow workers, particularly those who require it for their tasks.

Extent of Work Engagement

Table 2 shows extent of work engagement as perceived by the teachers in terms of vigor, dedication, and absorption

Table. 2 Extent of Work Engagement as Perceived by the Teachers in Terms of Vigor, Dedication, and Absorption

Statements		Mean	SD	Interpretation
Vigor		3.89	.37	High
	1. At my work, I feel bursting with energy.	3.71	.69	High
	2. At my work, I feel strong and vigorous.	3.75	.54	High
	3. At my work, I can continue working for very long periods at a time	3.81	.73	High
	4. At my work, I always persevere, even when things do not go well.	3.73	.68	High
	5. At my work, I can handle pressure of workload.	4.47	.86	Very High
Dedication		3.89	.37	High
	6. I find the work that I do full of meaning and purpose.	3.62	.56	High
	7. I am enthusiastic about my job.	3.64	.55	High
	8. I find my job challenging.	3.73	.67	High
	9. I am proud of the work that I do.	3.67	.57	High
	10. I am inspired with my job.	4.02	.13	High
Absorption		3.73	.43	High
	11. When I work, I forget everything else around me.	3.57	.50	High
	12. When I work, time flies easily.	3.58	.53	High
	13. When I work, I feel intensely happy.	4.00	.00	High
	14. When I work, it is difficult to detach myself from my job	3.54	.60	High
	15. When I work, I am immersed in my job.	3.60	.53	High
Work Engagement as a whole		3.76	.22	High
Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low				

The extent of work engagement among teachers was assessed in terms of vigor, yielding a high overall level with a mean score of 3.89 interpreted with high extent of vigor and a standard deviation of 0.37. The findings indicate that officers generally experience a strong sense of energy and resilience in their work. Many reported feeling bursts of energy 3.71, and an ability to work for extended periods 3.81, reflecting sustained enthusiasm and stamina. Additionally, they demonstrated perseverance in challenging situations 3.73 and confidence in handling workload pressures 4.87, both scoring high and very high. These results suggest that teachers maintain a robust level of engagement, characterized by endurance, determination, and effective stress management.

Overall, the vigor dimension highlights their capacity to remain dynamic and persistent in fulfilling their responsibilities, even under demanding conditions. Vigor of teachers in work engagement showed bursting with energy, continue to work for long periods of time, mentally resilient and persevere even when things do not go well. In terms of dedication of teachers, work with meaning and purpose and enthusiasm about their job. Teachers showed to work intensively and immersed. While cognitive work engagement might help to bring about work performance, the two constructs are distinct, not necessarily directly related, and have different antecedents and consequences. Highly engaged teachers indicate that they are more effective and efficient in their work or service.

The extent of work engagement among teachers was also evaluated in terms of dedication, revealing a high overall level with a mean score of 3.89 interpreted as with high extent and a standard deviation of 0.37. The findings demonstrate that officers perceive their work as meaningful and purposeful, with a mean score of 3.62, and express enthusiasm for their roles, scoring 3.64. Many view their job as challenging 3.73 and take pride in their contributions 3.67, indicating a strong sense of professional fulfillment. Additionally, their work serves as a source of inspiration, reflected in the highest mean score of 4.02. These results suggest that teachers are deeply committed to their roles, driven by a sense of purpose, pride, and intrinsic motivation. Overall, the dedication dimension highlights their strong emotional connection to their work, characterized by enthusiasm, challenge, and personal inspiration.

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Work engagement, as perceived by teachers, can be understood through the lens of dedication, one of its three core components. Dedication, in this context, signifies a deep sense of involvement, significance, enthusiasm, inspiration, pride, and challenge that teachers experience in their work. It reflects their strong connection to their roles and the organization's mission, contributing to a positive and fulfilling work-related state. Engaged teachers, particularly those with high dedication, are more likely to be high performers, contributing to organizational success. Dedication fosters a positive and inspiring work environment, motivating others and promoting teamwork.

The extent of work engagement among teachers was further examined in terms of absorption, demonstrating a high overall level with a mean score of 3.74 and a standard deviation of 0.43. The results indicate that officers frequently experience deep concentration and enjoyment in their work. Many reported that time passes quickly while working 3.58, suggesting a strong focus on tasks. Additionally, they expressed happiness during intense work periods 4.0 and a sense of immersion in their duties 3.60, both reflecting high engagements. These findings suggest that while teachers generally exhibit a high level of absorption in their work, certain dimensions of this engagement, particularly complete detachment from external distractions, could be further strengthened.

The Extent of Work Engagement of teachers, the dimension of Vigor, Dedication, and Absorption was rated high extent by the teachers with a mean score of 3.89, 3.89 and 3.73, respectively. The data highlights that the

teachers already had strong work engagement in all the dimensions and leveraged their strengths in training or mentoring other sections. Customized training that addresses the specific needs and backgrounds of the teachers could lead to more uniformly positive outcomes. Moreover, the high extent of work engagement can be used to develop a supportive culture throughout the organization. Programs encouraging cross-sectional interactions and learning could help imbue similar values across all teachers.

Results reflect a high work engagement among teachers. The employees revealed the highest on vigor and dedication and lowest on absorption. It implies that teachers experience a strong sense of energy, resilience, and enthusiasm in their work activities. It shows they are more productive because they possess the energy and enthusiasm to tackle tasks effectively.

Extent of Organizational Commitment

Table 3 presents the extent of organizational commitment as perceived by teachers in terms of affective commitment, continuance commitment and normative commitment

Table. 3 Extent of Organizational Commitment as Perceived by Teachers in terms of Affective Commitment, Continuance Commitment and Normative Commitment

Statements	Mean	SD	Interpretation
Affective Commitment	4.27	.62	Very High
1. I would be very happy to spend the rest of my career with this organization.	4.72	.45	Very High
2. I enjoy discussing my organization with people outside it.	4.68	.47	Very High
3. I really feel as this organization's problems are my own.	4.19	.84	High
4. I think that I could easily become as attached to another organization as I am to one.	4.05	.90	High
5. I feel motivated to go beyond and above my regular duties.	3.73	1.18	High
Continuance Commitment	3.31	.43	Moderate
1. I feel that I will lose significant financial benefits if I leave this organization.	3.34	.47	High
2. I feel that I have invested too much time and effort in this organization to leave now.	3.18	.92	High
3. I feel I am financially secure that my compensation is fair to my work.	3.35	.48	High
4. I feel if I got another offer for a better job elsewhere, I would not feel it was right to leave my organization.	3.22	.62	High
5. I feel one of the major reasons I continue to work for this organization is that I believe the organization provided me a career progression and professional development.	3.45	.89	High
Normative Commitment	3.79	.43	High
1. I feel this organization has a great deal of personal meaning for me.	3.60	.53	High

2. I fell one of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.	3.76	.57	High
3. I believe things were better in the days when people stayed with one organization for the most of their careers.	3.93	.79	High
4. I feel a sense of duty to this company.	3.71	.59	High
5. I feel that I am obligated to stay with this organization even though I have a better job offer.	3.95	.71	High
Organizational Commitment as a whole	3.79	.30	High
<i>Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low</i>			

The extent of organizational commitment among teachers was assessed in terms of affective commitment, revealing a high overall level with a mean score of 4.27 and a standard deviation of 0.62. The findings indicate that officers generally feel a strong emotional attachment to their organization. Many expressed a desire to remain with the organization long-term 4.27, and took pride in discussing their workplace with others 4.68, both reflecting a high level of identification and loyalty. Moreover, some aspects of affective commitment were more high, such as personalizing organizational problems 4.19, the potential for attachment to other organizations 4.05, and the motivation to exceed regular duties 3.73. These results suggest that while teachers demonstrate significant emotional ties to their organization, there may be opportunities to further strengthen their sense of ownership and dedication. Overall, the affective commitment dimension highlights their positive emotional connection to the workplace, characterized by loyalty and pride, though with room for growth in deeper personal investment and discretionary effort.

Teachers tend to commit their job if they get what they happy, attached, great deal of personal meaning was important attribute of a good organizational commitment. Employees find it hard to leave the organization as major reasons teachers continue to work for their organization and believe that loyalty is important and therefore feel a sense of moral obligation to remain.

Result shown that intention to quit alone can have negative effects on performance, organizational deviance, and organizational citizenship behaviors. In short, the relationship of organizational commitment to productivity is not as straightforward as often assumed and can be influenced by several different work-related constructs, and the notion that "a happy worker is a productive worker should not be the foundation of organizational decision-making. For example, employee personality may even be more important than job satisfaction regarding performance.

The extent of organizational commitment among teachers was evaluated in terms of continuance commitment, yielding a moderate overall level with a mean score of 3.31 and a standard deviation of 0.43. The results indicate that teachers perceive their commitment to the organization as being influenced by practical considerations rather than strong emotional or moral ties and decided to stay in the organization. Many acknowledged potential financial losses if they were to leave 3.34 and recognized the time and effort they had invested in the organization 3.18, both reflecting a high level of perceived cost associated with departure. Additionally, teachers reported high agreement regarding the fairness of their compensation 3.35 and a sense of obligation to stay despite better external opportunities 3.22. The belief that the organization supports career progression and professional development also received a moderate rating 3.45.

These findings suggest that while teachers are aware of the practical benefits and investments tied to their current roles, their commitment is not overwhelmingly driven by these factors. Overall, the continuance commitment dimension highlights a pragmatic attachment to the organization, characterized by a balance of perceived

benefits and investments, without a strong imperative to remain solely due to financial or career-related considerations.

The extent of organizational commitment among teachers was examined in terms of normative commitment, demonstrating a moderate overall level with a mean score of 3.79 and a standard deviation of 0.43. The findings suggest that teachers feel a sense of duty and obligation toward their organization, though this sentiment is not overwhelmingly strong and leaving the will hurt the organization. Many expressed high agreements with statements reflecting personal meaning 3.60, moral obligation to remain due to loyalty 3.76, and a general sense of duty to the company 3.71. The belief that long-term tenure with a single organization is preferable received a higher rating, indicating a high extent of nostalgia for traditional career stability.

Additionally, teachers reported a high sense of obligation to stay despite better job offers 3.95, underscoring a principled, albeit not absolute, commitment to their current organization. These results imply that while teachers recognize ethical and sentimental reasons to remain with their organization, their commitment is tempered by practical considerations. Overall, the normative commitment dimension reveals a balanced sense of responsibility and loyalty, suggesting that officers value workplace fidelity but may not prioritize it above all other career factors. This moderate level of normative commitment aligns with the broader findings on continuance and affective commitment.

For teachers, this means they stay because they believe it's the right thing to do, often due to a sense of loyalty, reciprocity for benefits received, or a feeling of indebtedness. Teachers who has received extensive training from the organization might feel obligated to stay and contribute to their newly acquired skills.

The extent of Organizational Commitment in terms of affective, continuance, and normative commitment of teachers when taken collectively. The overall response of the teachers showed a high extent, with a mean score of 3.79 and a standard deviation of 0.30 for organizational commitment. Meanwhile, the extent of the Affective commitment of the respondents with a mean score of 4.27 and a standard deviation of 0.62; while on Continuance commitment interpreted with high extent, the mean score was 3.31 and the standard deviation of 0.90 and lastly, on Normative Commitment, the mean score 3.79 and standard deviation was 0.43 which were all rated high extent.

Results in Table 3 reveal that when taken collectively, the teachers' organizational commitment was very high extent. It is highest in affective commitment and lowest in normative commitment. This indicates a high emotional attachment of the teachers to their respective department. Positive feelings like liking, pride, and a sense of belonging to the organization may drive this emotional attachment. Organizational commitment has focused on conceptualizing affective, continuance, and normative commitment. Organizational commitment is important because it relates to specific attitudinal and behavioral outcomes in the workplace. Affective commitment is strongly related to higher job satisfaction and lower turnover intention, moderately related to performing and experiencing less stress, and modestly related to higher job performance and less turnover. Normative commitment is moderately related to performance and lower turnover intention. It is modestly related to higher job satisfaction, higher job performance, and lower turnover.

Knowledge Sharing and the Work Engagement

Table. 4 Relationship between the Level of Knowledge Sharing and Level of Work Engagement.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Knowledge Sharing vs.	0.094	0.324	Failed to Reject H_0	Not Significant
Work Engagement				

The statistical analysis reveals a weak positive relationship between the Level of Knowledge Sharing and the Level of Work Engagement, with a test statistic of 0.094. Because the resulting p -value of 0.324 exceeds the standard significance threshold $\alpha = 0.05$, there is insufficient evidence to reject the null hypothesis (H_0).

Consequently, the relationship between knowledge sharing and work engagement is statistically not significant. This indicates that variations in the level of knowledge sharing among respondents do not reliably correspond to changes in their level of work engagement. Practically speaking, while employees may actively exchange knowledge, information, and ideas with their peers, this behavior alone does not serve as a primary driver or predictor of how engaged they feel in their daily work tasks. Other underlying factor such as workplace recognition, compensation, leadership style, or job autonomy plays a more direct role in influencing overall work engagement within the organization.

Knowledge Sharing and Level of Organizational Commitment.

Table. 5 Relationship between the Level of Knowledge Sharing and Level of Organizational Commitment.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Knowledge Sharing vs. Organizational Commitment	0.177	0.060	Failed to Reject H_0	Not Significant

A Spearman ρ correlation analysis was conducted to examine the relationship between the level of Knowledge Sharing and the level of Organizational Commitment among teachers. The analysis yielded a weak positive correlation coefficient of $r_s = 0.177$ with a p -value of 0.060. Because the p -value exceeds the conventional threshold for statistical significance ($\alpha = 0.05$), the decision is to fail to reject the null hypothesis (H_0). This indicates that the relationship between knowledge sharing and organizational commitment is statistically not significant. Although the positive coefficient suggests a slight tendency for organizational commitment to increase alongside knowledge sharing, this trend is not strong enough to be considered statistically reliable within the sample. From a practical standpoint, this implies that encouraging teachers to exchange ideas, teaching strategies, and information does not automatically translate into stronger loyalty or long-term commitment to the institution. School administrators should recognize that while knowledge sharing is valuable for professional growth, enhancing overall organizational commitment may depend more heavily on other institutional factors such as administrative support, competitive compensation, job security, and workplace environment.

Work Engagement and Level of Organizational Commitment.

Table. 6 Relationship between the Level of Work Engagement and Level of Organizational Commitment.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Work Engagement vs. Organizational Commitment	0.065	0.495	Failed to Reject H_0	Not Significant

A spearman ρ correlation analysis revealed a no statistically significant positive relationship between work engagement and organizational commitment teachers among teachers, $r = .065$, p -value .495. These findings demonstrate that teachers who report higher work engagement tend to show correspondingly stronger organizational commitment. Results indicate a no statistically significant positive relationship between work engagement and organizational commitment among teachers. This means that when experience higher levels of work engagement, they tend to also demonstrate higher levels of organizational commitment. Conversely, lower levels of work engagement are associated with lower organizational commitment.

Results consistently shown that these two constructs are positively correlated, meaning they tend to move in the same direction. When one increases, the other tends to increase as well. This suggests that higher work engagement leads to higher organizational commitment and vice versa. Organizations should focus on strategies to enhance work engagement among teachers as this can positively impact their commitment to the organization.

This can be achieved through various means, such as providing opportunities for growth, fostering a positive work environment, and recognizing and rewarding employee contributions. Strengthening both work engagement and organizational commitment, organizations can potentially improve employee well-being, productivity, and overall performance. Work engagement and organizational commitment have an important role in organization. Work engagement of the teachers is an important aspect in organizational life and is regarded as a key in improving the effectiveness of an organization (Phipps, 2023). The teachers with high work engagement will exhibit positive behavior during working therefore that the company's goals and success can be met.

CONCLUSION

Based on the findings of the study, the following conclusions were drawn. The high extent of knowledge sharing of teachers in terms of Individual Scale, Team Culture Scale and Service Innovation Performance Scale reflected a consistent information-sharing and collaborative efforts of teachers in the workplace. The high extent of work engagement of teachers in terms of Vigor, Dedication and Absorption showed the strong work engagement in all dimensions and develop a supportive culture in the organization. The high extent of organizational commitment of teachers in terms of Affective, Continuance and Normative Commitment indicated a high emotional attachment of teachers to their respective group. When teachers share their knowledge and expertise in the field, work engagement foster positive result. Teachers who shared their knowledge had greater organizational commitment. Teachers with better work engagement potentially improve wellbeing, productivity and performance in the organization.

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