

## Unveiling the link between organizational commitment, professional self-esteem, and work engagement of Filipino faculty members in state universities and colleges

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### ABSTRACT

Employees' commitment serves as the backbone of every organization and their unfathomable allegiance equates to success and future endeavors. Loyal employees tend to do their work with dedication, innovative in creating new ideas and always going the extra mile. They will devote their time and effort to attaining the vision and mission of their organization. Thus, this descriptive-correlational research design determined the relationship between organizational commitment, professional self-esteem, and work engagement among Filipino faculty members of State Universities and Colleges. The respondents of the study were 251 faculty members from the State Universities and Colleges in the Philippines. Simple Random Sampling identified the respondents of the study. Standardized research instruments were employed in this study. The data were gathered through an online survey. The findings revealed that the respondents' level of organizational commitment in terms of affective, continuance and normative are relatively high. Likewise, the assessed level of professional self-esteem of the respondents in terms of satisfaction, knowledge development, commitment, adaptation, and communication are generally very high. Similarly, the work engagement levels of the respondents in terms of vigor, dedication, and absorption are all extremely high. The findings revealed that there is a significant relationship between organizational commitment, professional self-esteem, and work engagement among faculty members; hence, the null hypotheses were rejected. Therefore, it can be justified that satisfaction singly predicts work engagement, satisfaction, and knowledge development as sub-factors of professional self-esteem both explain work engagement, and satisfaction, knowledge development, and affective commitment in combination channels work engagement.

### 1. Introduction

Organizational commitment is crucial for the success of every organization, as employees' unwavering loyalty is essential for achieving future endeavors. Committed employees tend to work with utmost dedication and creativity and go the extra mile to achieve their organization's vision and mission.

According to Gokyer (2018), organizational commitment refers to an individual's commitment to the organization's values and goals, and it encompasses their entire well-being in the organization. Committed employees strongly believe in following orders and expectations voluntarily. Gokyer (2018) developed a three-dimensional model that emphasizes the psychological aspect of organizational commitment. The model includes affective, continuance, and normative commitment. Affective commitment refers to employees' emotional attachment to the organization. Continuance commitment pertains to employees' decision to stay in the organization after weighing the cost of leaving against the benefits of staying. Normative commitment is a form of compulsory commitment, where employees remain in the organization because they feel secure (Erdil & Keskin, 2003). In the school setting, commitment is defined as teachers who adopt the school's goals and values and make an effort to meet their needs while sustaining their will to stay in the workplace (Gokyer, 2018).

Professional self-esteem is a crucial concept that pertains to the assessment of an employee's worthiness and adjustment to their work atmosphere. It is essential that in educational institutions, teachers evaluate their self-esteem continually to become more competent in their performances (Tabassum & Ali, 2012). Tabassum and Ali (2012) defined professional self-esteem as a complex concept that requires human personality dimensions in terms of mentation, sentiments, and psychomotor. The teacher's sense of self-worth can significantly affect their personal and professional lives, whether positively or negatively.

Work Engagement is defined as the employees' level of vigor, dedication, and absorption that enables them to have a positive and satisfied work-related state of mind (Schaufeli, Salanova, González-Romá, & Bakker, 2002). Vigor characterizes high levels of energy, mental resilience, willingness to invest effort in one's work, and persistence in facing difficulties. Dedication refers to strong involvement in one's work and the experience of significance, enthusiasm, inspiration, pride, and challenge. Absorption means being fully concentrated and happily engrossed in one's work, whereby time passes quickly, and detachment from work becomes challenging.

In order to cultivate successful and effective teachers, it's crucial to encourage their engagement in their work, allowing them to be more innovative and decisive. The level of work engagement is believed to be a cognitive state of psychological identification that makes employees energetic, effective, and willing to complete their assigned tasks with great satisfaction. A belief in their work, values, and objectives is essential in achieving work engagement, which in turn leads to increased employee performance and efficiency. This positive work attitude also leads to high levels of personal initiative, motivation to learn, and willingness to take on additional roles and responsibilities (Gulbahar, 2017).

Conducting research on the correlation between organizational commitment, professional self-esteem, and work engagement among Filipino teachers is of utmost importance in order to acquire valuable insights into teacher motivation, job satisfaction, and well-being. This investigation improves understanding of contextual elements and fills existing research gaps. Furthermore, the findings of this study have practical implications in terms of improving educational practices and policies, providing support for teachers, and raising the overall quality of education in the Philippines, hence, this study.

### **Statement of the problem**

This research determined the relationship between organizational commitment, professional self-esteem, and work engagement among Filipino faculty members of State Universities and Colleges.

Specifically, it sought to answer the following objectives:

1. To determine the profile of the respondents in terms of Age, Sex, Highest Educational Attainment, Region, Type of Education Institution (SUCs), Length of Service, and Academic Rank;
2. To determine the level of organizational commitment of the respondents in terms of Affective Commitment, Normative Commitment, Continuance Commitment; and
3. To determine the level of professional self-esteem of the respondents in terms of Satisfaction, Knowledge Development, Commitment, Adaptation, and Communication; and to determine the level of work engagements of the respondents in terms of Vigor, and Dedication.

## **2. Theoretical basis**

The study was based on Meyer and Allen's (1997) Model of Organizational Commitment, which identifies three simultaneous mindsets of employees: affective, normative, and continuance organizational commitment (Gokyer, 2018). Affective commitment characterizes desirable workplace behavior, while demographic factors such as work experience, and organizational and personal characteristics are not consistently or significantly correlated with affective commitment (Jaros, 2007; Meyer & Allen, 1991).

Additionally, Maslow's Theory of Human Motivation was used to understand the concept of self-esteem in a professional context. Self-esteem was placed second at the top of Maslow's hierarchy of needs and was identified as a complex concept that touches on personality attributes and professionalism, requiring attention to mentation, sentiments, and dimensions of human personality (Tabassum & Ali, as cited in Tinsley, 2002).

In terms of work engagement, the study drew upon Bakker and Demerouti's (2007) Job Demands-Resources Model, which predicts employee burnout and engagement and contributes to organizational performance. The model assumes that every profession has factors that contribute to employee well-being, which can be classified into two categories: job demands and job resources, forming an overarching model applicable to various occupational settings regardless of the specific needs and resources involved.

### **2.1. Significance of the study**

This research holds significant importance by offering universities essential data to develop impactful guidelines and evidence-based policies. These measures, rooted in data, will effectively tackle faculty challenges, enhancing motivation and addressing obstacles. By integrating insights from this study, administrators can tailor interventions to elevate faculty engagement and well-being. This research bridges the gap between academic theory and practical application, equipping decision-makers with a profound grasp of the factors influencing faculty morale.

Furthermore, the study's implications extend beyond academia, encompassing various professional settings. The guidelines stemming from this research could serve as a model for boosting motivation in workplaces adapting to societal and pedagogical shifts. Well-informed administrative choices have the potential to enhance teaching, research, and overall community progress. Ultimately, this study charts a course toward a vibrant educational environment, reshaping faculty administration and fostering enduring achievement.

### **2.2. Literature review**

Ergun (1975) as cited in Gokyer (2018) supports the claim that organizational commitment among employees derives from a sense of community and emotional connection founded in their

social instincts. An analogy is made between a slave's allegiance to their master and one's commitment to an organization. As a result, this strong devotion manifests within an organizational setting. The elements of the work environment are critical in affecting task completion effectiveness. The concept of a work environment is related to factors such as organizational climate, ecological features, the field of labor, organizational ideology, and information. Furthermore, the quality of school facilities has a considerable impact on teachers' perceptions of the work environment, which in turn determines their work habits.

Employees' importance and worth of their profession are significantly related to their adaption and pleasure in the workplace (Aricak & Dilmac, 2003; Kherzelou, 2017). Furthermore, research shows a link between high self-esteem and a variety of positive characteristics such as initiative, strong coping skills, confidence, a sense of worthiness, resilience in the face of adversity, longevity, happiness, and positive self-esteem (Baumeister, Campbell, Krueger, & Vohs, 2003).

Individuals must have high levels of professional self-esteem, which includes cognitive, emotional, and behavioral elements, in order to truly embrace their professional identity. This need is especially visible in the teaching profession due to direct connections with students' entire development. Such encounters need a sense of ownership, devotion, and commitment in the instructors' thoughts, which fuels their passion for the job (Gulbahar, 2017).

Furthermore, Gulbahar (2017) stressed the importance of labor in human life, stating that it acts as the major means of meeting needs and takes up a significant portion of our daily routines. As a result, work engagement has been identified as a critical element impacting employee performance and productivity levels.

The relationship between organizational commitment, self-esteem, and work engagement among Filipino teachers has received insufficient attention and remains poorly understood, hence, necessitating this research.

### **2.3. Hypotheses**

This study was tested at a 0.05 level of significance for the following hypotheses:

1. There is no significant relationship between organizational commitment and work engagement of the respondents.
2. There is no significant relationship between professional self-esteem and the work engagement of the respondents.
3. The respondents' profile variables do not significantly moderate the relationship between their organizational commitment and work engagement.
4. The profiles of the respondent do not significantly moderate the relationship between their professional self-esteem and work engagement.
5. The respondents' organizational commitment and professional self-esteem do not significantly predict their work engagement after controlling their profile variables.

## **3. Methodology**

### **3.1. Research design**

For this study, a descriptive-correlational research design was utilized since it was the most suitable for this research. According to Yazon, Callo, and Buenvinida (2019), correlational research investigates the relationships among two or more variables. This design is also useful in

describing the characteristics of a large population (Wyse, 2012). Specifically, a correlational predictive design was utilized to identify the relationship between the predictor and outcome/criterion variable (Fernando, 2022).

### **3.2. Respondents of the study**

The study surveyed 251 faculty members who are currently teaching at State Universities and Colleges (SUCs) in the Philippines, coming from Luzon, Visayas, and Mindanao Regions. The majority of the respondents were from Region IV-A (Calabarzon) while the rest came from other parts of Luzon, Visayas, and Mindanao.

The respondents were selected using the Simple Random Sampling method, which involves selecting individuals entirely by chance and ensuring that each member of the population has an equal opportunity to be included in the sample. This method ensures that every possible sample of a given size has an equal chance of being selected (Yazon et al., 2019).

### **3.3. Research procedure**

The researcher conducted a thorough analysis of the variables in the study construct. Initially, research instruments were searched for in online journals, and based on the literature, an online survey was developed using adopted questionnaires. The constructed instrument was then validated by education experts who provided feedback for revisions. Next, a pilot test was conducted to identify any issues that needed to be addressed before the full survey was implemented. This process is also referred to as a “dress rehearsal” of the survey operations (Lavrakas, 2008).

Reliability testing was performed to ensure that the test scores were consistent and stable. The collected data from the reliability test were used as the baseline for finalizing the research instrument. The instrument was generated using online Google Forms and was distributed via email and social networking sites to colleagues in the academe across the country. As the survey was conducted online, the data were retrieved via cloud computing using the researcher’s Google Drive account, where they were automatically stored in a spreadsheet. Finally, the data from the online spreadsheet were interpreted and statistically analyzed as the last phase of the research.

### **3.4. Research instruments**

In this study, a four-part research instrument was used, which included adopted and modified questionnaires. Part 1 gathered information about the respondents’ profiles in terms of age, sex, region, type of educational institution (State University/College), educational attainment, and academic rank.

Part 2 measured the organizational commitment of the respondents using the Three-Component Organizational Commitment Questionnaire (OCQ) developed by Meyer and Allen (1991). It consisted of items on Affective Commitment, Normative Commitment, and Continuance Commitment.

Part 3 assessed the respondents’ level of professional self-esteem in terms of five dimensions: Satisfaction, Knowledge Development, Commitment, Adaptation, and Communication. The items were adopted from the Shortened English version of Aricak and Dilmac’s (2003) Professional Self-Esteem Scale.

Part 4 evaluated the work engagement of the respondents using the Shortened version of the Utrecht Work Engagement Scale (Schaufeli & Bakker, 2004), developed by Utrecht University, The Netherlands. It consisted of 17 statements on how an individual feels at work, specifically on Vigor, Dedication, and Absorption.

### **3.5. Validation of the research instrument**

The suitability and appropriateness of the adopted and modified research instruments were evaluated by a team of education experts, which included a Dean, Director, Language Expert, Program Coordinator, and Statistician. The validation process indicated that the statements in the instruments were appropriate for the target respondents.

Subsequently, a pilot test was conducted among 30 faculty members who were not part of the study. The reliability of the instruments was measured using Cronbach's Alpha, and the obtained coefficient was .93, indicating excellent reliability.

### **3.6. Statistical treatment of data**

The study utilized descriptive statistics such as frequency count and percentage to describe the profile of the respondents. For the assessment of the respondents' Organizational Commitment, Professional Self-Esteem, and Work Engagement, mean and standard deviation were used.

To determine the significant relationship among variables, the Pearson  $r$  correlation coefficient was applied, as it measures the linear relationship between two variables.

For testing the moderating effect of respondents' profiles on the relationship between their Organizational Commitment and Work Engagement, and between their Professional Self-Esteem and Work Engagement, the study used Hierarchical Multiple Linear Regression Analysis. The analysis was also used to assess if the respondents' profile variables significantly moderate the relationship between these variables.

Finally, Stepwise Multiple Linear Regression analysis was employed to examine if the respondents' Organizational Commitment and Professional Self-Esteem, either singly or in combination, significantly predict their Work Engagement, after controlling for their profile variables.

## **4. Result and discussion**

The findings have significant implications tied to respondent characteristics. The dominant age range of 31 to 51 signifies an experienced instructor group capable of expressing organizational commitment, professional self-esteem, and work engagement. A balanced gender representation and a substantial majority (95%) holding advanced degrees highlight their qualifications for permanent faculty roles.

A notable portion (75%) of respondents from Region IV-A (CALABARZON) adds localized context, while the distribution of 82% from State Universities and 18% from State Colleges ensures institutional diversity. Teaching experience insights reveal that 71% instruct for up to ten years, and 19% for over 21 years, offering perspective on career stages' impact on commitment and engagement. Notably, 45% of associate to professorial roles hinted at a link between academic rank and studied factors.

These demographic insights enrich implications, unveiling trends in organizational commitment, self-esteem, and engagement within diverse instructor profiles. These findings could steer tailored strategies to enhance faculty well-being and motivation, considering varied educational backgrounds and contexts.

**Table 1**

Summary statistics of the constructs of teacher organizational commitment

| Subscales   | Mean | SD   | Descriptive Interpretation |
|-------------|------|------|----------------------------|
| Affective   | 5.83 | 0.62 | Very High                  |
| Continuance | 4.56 | 0.33 | High                       |
| Normative   | 5.13 | 0.62 | High                       |
| Composite   | 5.17 | 0.50 | High                       |

It can be gleaned from Table 1 that in general, the teachers are highly committed to the organization they are in, as shown by their composite mean score of 5.17 ( $SD = 0.50$ ) in affective, continuance, and normative subscales. Therefore, the respondents' level of organizational commitment in terms of affective, continuance, and normative are relatively high.

In summary, the teachers in the study demonstrate a very high level of affective commitment, indicating a strong emotional connection to the organization. They also express a high level of both continuance and normative commitment, suggesting a significant sense of necessity to remain and a strong sense of duty to the organization. Overall, the composite score reaffirms a high level of commitment among the teachers in various dimensions.

The results of this study support Jackson's (2018) assertion that conceptualizing teacher work engagement as an important dimension of teacher quality can bring about positive social change. The study further demonstrates that teacher work engagement is influenced by factors such as job satisfaction, affective commitment, and normative commitment, all of which are crucial in determining teacher effectiveness. Therefore, increasing work engagement among teachers can enhance their effectiveness and contribute to reducing the achievement gap between less advantaged and more advantaged students in schools.

**Table 2**

Summary statistics of the constructs of teacher professional self-esteem

| Constructs            | Mean | SD   | Descriptive Interpretation |
|-----------------------|------|------|----------------------------|
| Satisfaction          | 3.90 | 0.67 | High                       |
| Adaptation            | 4.56 | 0.66 | Very High                  |
| Knowledge Development | 4.82 | 0.42 | Very High                  |
| Communication         | 4.66 | 0.57 | Very High                  |
| Composite             | 4.49 | 0.48 | High                       |

As presented in Table 2, the respondents generally possess a high level of professional self-esteem as indicated by their combined mean scores of 4.49 ( $SD = 0.48$ ) in satisfaction, adaptation, knowledge development, and communication.

Thus, the teachers in the study revealed high levels of professional self-esteem across various dimensions. They feel satisfied and fulfilled, exhibit adaptability and confidence,

continuously develop their knowledge, and effectively communicate. This composite self-esteem score reaffirms their positive view of their professional abilities, contributing to their overall well-being and motivation.

The study's results align with Karataş and Güleş (2010) assertion that teachers have high job satisfaction and loyalty towards their organization and emotional factors are crucial for job satisfaction and organizational loyalty. Additionally, the findings support Albdour and Altarawneh's (2014) research that individuals with high organizational-based self-esteem experience better life well-being, leading to less depression, more life satisfaction, and happiness. Furthermore, the study highlights the role of organizational-based self-esteem in managing job demands, showing that it offsets the effects of organizationally determined stress, such as organizational changes and role ambiguity, which can cause depression, physical strain, and job dissatisfaction. The implication is that employees with high OBSE believe that despite the difficulties associated with their work, their participation and role in the organization remain important in meeting their needs, enabling them to persevere and perform effectively. These findings underscore the importance of promoting work engagement, job satisfaction, and organizational-based self-esteem among teachers to enhance their effectiveness and positively impact student outcomes, particularly in reducing the achievement gap between less and more advantaged students.

**Table 3**

Summary statistics of the constructs of teacher work engagement

| Constructs | Mean | SD   | Descriptive Interpretation |
|------------|------|------|----------------------------|
| Vigor      | 5.62 | 0.67 | Extremely High             |
| Dedication | 5.79 | 0.47 | Extremely High             |
| Absorption | 5.62 | 0.67 | Extremely High             |
| Composite  | 5.68 | 0.51 | Extremely High             |

As revealed in Table 3, the respondents generally possess an extremely high level of work engagement as supported by the composite mean score of 5.68 ( $SD = 0.51$ ) in vigor, dedication, and absorption items.

Therefore, the teachers in the study exhibit an extremely high level of work engagement across various dimensions. They demonstrate remarkable levels of vigor, dedication, and absorption in their work, collectively contributing to an elevated and immersive work experience.

The findings are consistent with the idea proposed by Lockwood (2007) that employees who have high work engagement tend to exceed the minimum requirements and work harder. These engaged employees consider their work as an essential determinant of their physical and psychological well-being (Crabtree, 2005). Engaged employees also display high levels of mental and physical energy and are resilient in their task performance, as demonstrated by their persistence and willingness to invest effort. Their strong sense of enthusiasm, inspiration, and work involvement drives them to perform their work with utmost dedication and engagement (Albdour & Altarawneh, 2014).



**Table 4**

Test of significant relationship between respondent's organizational commitment and work engagement

| Organizational<br>Commitment | Work Engagement |         |            |         |            |         |
|------------------------------|-----------------|---------|------------|---------|------------|---------|
|                              | Vigor           |         | Dedication |         | Absorption |         |
|                              | r-value         | p-value | r-value    | p-value | r-value    | p-value |
| Affective                    | .485**          | .000    | .279**     | .000    | .276**     | .000    |
| Continuance                  | .481**          | .000    | .157*      | .013    | .257**     | .000    |
| Normative                    | .485**          | .000    | .278**     | .000    | .275**     | .000    |

\*\*Significant at  $p < .01$ \*Significant at  $p < .05$ 

As presented in Table 4, the correlation between the subscales of work engagement and organizational commitment is positive and statistically significant ( $r = .157 - .485$ ,  $p < .01$ ). The strong correlations suggest that teachers who demonstrate higher levels of commitment to their organization also tend to exhibit higher levels of work engagement, including increased energy, dedication, and absorption in their tasks.

It further implies that an increase in organizational commitment is likely to enhance work engagement. The results corroborate the findings of Albdour and Altarawneh (2014) that affective commitment is positively associated with high job and organizational engagement. Highly committed faculty members are more likely to be work-engaged, and those with longer tenures in the organization exhibit higher work-engagement levels. However, work engagement is sustainable only when employee well-being is also high. These findings emphasize the need for Human Resource policies that enhance organizational commitment and their effective implementation by all those in leadership positions. Higher education institutions must develop innovative strategies to align both orientations and retain faculty members for longer periods to leverage their work engagement.

Similarly, Ahuja and Gupta (2018) discovered that there is a positive correlation between organizational commitment and work engagement. They found that affective commitment is positively associated with high job and organizational engagement. In particular, faculty members who are highly committed to their current organization are more likely to be work-engaged, and long-tenured faculty members were found to be more work-engaged than those who had less experience in the organization. Moreover, sustained work engagement is achievable only when employee well-being is also high. Therefore, teachers with high work engagement may also be satisfied with their jobs and committed to their schools, which may have a positive impact on their performance and effectiveness. This study aimed to investigate how satisfaction, commitment, and work engagement are related to each other and how they are mediated by the personal attributes of teachers such as age, years of classroom experience, educational level, and gender (Schaufeli & Bakker, 2010).

**Table 5**

Test of a significant relationship between respondent's professional self-esteem and work engagement

| Professional Self-esteem | Work Engagement |         |            |         |            |         |
|--------------------------|-----------------|---------|------------|---------|------------|---------|
|                          | Vigor           |         | Dedication |         | Absorption |         |
|                          | r-value         | p-value | r-value    | p-value | r-value    | p-value |
| Satisfaction             | .675**          | .000    | .729**     | .000    | .735**     | .000    |
| Adaptation               | .589**          | .000    | .469*      | .000    | .577**     | .000    |
| Knowledge Development    | .484**          | .000    | .537**     | .000    | .484**     | .000    |
| Communication            | .527            | .000    | .523**     | .000    | .557**     | .000    |

\*\*Significant at  $p < .01$ 

As revealed in Table 5, the correlation between the subscales of work engagement and professional self-esteem is positive and statistically significant ( $r = .469 - .675$ ,  $p < .01$ ). The strong correlations indicate that faculty members who possess high esteem at work are likely to be more work engaged than their less esteemed counterparts.

These findings have practical implications for educational institutions. Acknowledging the inherent connection between work engagement and professional self-esteem, administrators can implement targeted strategies to enhance faculty members' self-perception and esteem within their roles. Cultivating an environment that nurtures a sense of value and achievement may inadvertently lead to heightened work engagement among faculty. This alignment between self-esteem and engagement suggests that endeavours to uplift faculty members' confidence and self-worth hold the potential to result in increased motivation and dedication to their work responsibilities.

In essence, these results urge institutions to recognize the interconnected nature of professional self-esteem and work engagement. By fostering an atmosphere that supports the self-worth of faculty members, universities and colleges can potentially cultivate a teaching workforce that is more engaged and inspired. This, in turn, could contribute to enhanced educational outcomes and the overall success of the institution.

The findings support the connection between Organizational-Based Self-Esteem (OBSE) and positive work behaviors, as Albdour and Altaraweh (2014) suggested. This study is consistent with other research that highlights the robust relationship between OBSE and positive work behavior. For example, Bowden (2002) found a relationship between OBSE and job satisfaction, while Rotrich (2016) observed a link between OBSE and job commitment. This study provides evidence that OBSE predicts specific aspects of commitment, such as the ability to work with vigor, dedication, and absorption. Employees with this level of commitment demonstrate a strong identification with their organization, as demonstrated by Kark and Shamir (2002), who reported a positive and significant relationship between OBSE and organizational identification. These findings are consistent with those of Bowden (2002) and support the notion that employees with high OBSE exhibit positive work behaviour.

The results of this study align with previous empirical research, indicating that employees' self-esteem formed around work and organizational experiences affects their motivation, attitudes,

and behavior. The study also found that faculty members with high organizational commitment are more likely to be work-engaged, and those with longer tenures showed higher work engagement than their less-experienced counterparts. To sustain work engagement, it is important to prioritize employee well-being. Therefore, the study suggests the need for suitable human resources policies and their implementation by all leadership positions to enhance organizational commitment. Furthermore, Higher Education Institutions (HEIs) should devise effective strategies to retain faculty members for longer tenures and maximize their work engagement.

**Table 6**

Test of a moderating effect of respondent's profile on the relationship between organizational commitment and work engagement

| Step | Predictors                     | B     | t-value | p-value | R <sup>2</sup> | Adj. R <sup>2</sup> | Change in R <sup>2</sup> |
|------|--------------------------------|-------|---------|---------|----------------|---------------------|--------------------------|
| 1    | (Constant)                     |       | 6.156   | .000    |                |                     |                          |
|      | Organizational Commitment      | .475  | 8.528   | .000    | .226           | .223                | .226**                   |
|      | (Constant)                     |       | 5.115   | .000    |                |                     |                          |
|      | Organizational Commitment      | .450  | 8.053   | .000    |                |                     |                          |
|      | Age                            | .138  | 1.317   | .189    |                |                     |                          |
| 2    | Sex                            | .060  | 1.087   | .278    |                |                     |                          |
|      | Highest Educational Attainment | -.187 | -2.772  | .006    | .297           | .274                | .071**                   |
|      | Region                         | .120  | 2.050   | .041    |                |                     |                          |
|      | Type of HEI                    | .067  | 1.191   | .235    |                |                     |                          |
|      | Length of Service              | -.107 | -1.059  | .291    |                |                     |                          |
|      | Position                       | .208  | 2.409   | .017    |                |                     |                          |

Step 1:  $F(1, 249) = 72.727$ ;  $p < .01$

Dependent Variable: Work Engagement

Step 2:  $F(8, 242) = 12.790$ ;  $p < .01$

To determine the exact contribution of the organizational commitment to work engagement and the moderating effect of the respondents' profile variables, a Hierarchical Multiple Regression analysis was performed.

A two-stage hierarchical multiple regression was conducted with work engagement as the dependent variable. Organizational commitment was entered at stage one of the regression; then the profile variables were entered at stage two. The hierarchical multiple regression revealed that at Stage one, Organizational Commitment contributed significantly to the regression model  $F(1, 249) = 72.727$ ,  $p < .01$ , and accounted for 22.6% of the variation in Work Engagement. Introducing the respondents' Profile variables explained an additional 7.1% of the variation in Work Engagement and this change in  $R^2$  was significant,  $F(8, 242) = 12.790$ ,  $p < .01$ . When all eight independent variables were included in stage two of the regression model, they accounted for 29.7% of the variance in Work Engagement.

Thus, these outcomes highlight the considerable impact of organizational commitment on work engagement, along with the noteworthy contribution of respondents' Profile variables in revealing the intricate aspects of work engagement dynamics. This thorough analysis provides insight into the intricate interplay of diverse factors, offering a nuanced perspective on their combined effects. As educational institutions strive to enhance work engagement, these findings provide valuable guidance for administrators to regard organizational commitment

and respondents' profiles as fundamental elements in shaping a motivated and dedicated teaching faculty.

It can be observed from Table 16 that the most important predictors of Work Engagement were Organizational Commitment, Highest Educational Attainment, Region, and Position which means that among the seven identified profile variables, the respondents' highest educational attainment, region, and position intensified the predicting capacity of organizational commitment on work engagement, hence considered as moderating factors.

The current findings align with Schweitzer (2014), who reported that personal characteristics such as years of teaching experience can predict work engagement. However, there is a lack of research that investigates the relationship between educational attainment and work-related engagement among teachers. Schweitzer (2014) found no difference in the levels of work engagement between teachers with undergraduate degrees and those with graduate degrees.

Similarly, Kassaw and Golga (2019), as cited in Getahun, Tefera, and Burichew (2016), showed no significant difference in organizational commitment between male and female teachers in a high school setting.

**Table 7**

Test of the moderating effect of respondent's profile on the relationship between professional self-esteem and work engagement

| Step | Predictors                     | <i>B</i> | <i>t</i> -value | <i>p</i> -value | <i>R</i> <sup>2</sup> | Adj. <i>R</i> <sup>2</sup> | Change in <i>R</i> <sup>2</sup> |
|------|--------------------------------|----------|-----------------|-----------------|-----------------------|----------------------------|---------------------------------|
| 1    | (Constant)                     |          | 3.720           | .000            | .699                  | .698                       | .699**                          |
|      | Professional self-esteem       | .836     | 24.057          | .000            |                       |                            |                                 |
|      | (Constant)                     |          | 3.891           | .000            |                       |                            |                                 |
|      | Professional self-esteem       | .824     | 23.004          | .000            |                       |                            |                                 |
|      | Age                            | -.006    | -.097           | .923            |                       |                            |                                 |
|      | Sex                            | -.002    | -.043           | .965            |                       |                            |                                 |
| 2    | Highest Educational Attainment | -.120    | -2.826          | .005            | .720                  | .711                       | .021*                           |
|      | Region                         | .018     | .477            | .634            |                       |                            |                                 |
|      | Type of HEI                    | -.021    | -.596           | .552            |                       |                            |                                 |
|      | Length of Service              | .075     | 1.181           | .239            |                       |                            |                                 |
|      | Position                       | .111     | 2.032           | .043            |                       |                            |                                 |

Step 1:  $F(1, 249) = 578.717$ ;  $p < .01$

Dependent Variable: Work Engagement

Step 2:  $F(8, 242) = 77.918$ ;  $p < .01$

To assess the exact contribution of professional self-esteem to work engagement and the moderating effect of the respondents' profile variables, a Hierarchical Multiple Regression analysis was also performed.

A two-stage hierarchical multiple regression was conducted with work engagement as the dependent variable. Professional self-esteem was entered at stage one of the regression; then the profile variables were entered at stage two. The hierarchical multiple regression revealed that at Stage one, Professional self-esteem contributed significantly to the regression model  $F(1, 249) = 578.717$ ,  $p < .001$ , and accounted for 69.9% of the variation in Work Engagement. Introducing the respondents' Profile variables explained an additional 2.1% of the variation in Work Engagement and this change in  $R^2$  was significant,  $F(8, 242) = 77.918$ ,  $p < .01$ . When all eight independent

variables were included in stage two of the regression model, they accounted for 72.0% of the variance in Work Engagement.

It can be observed from Table 7 that the most important predictors of Work Engagement were Professional self-esteem, Highest Educational Attainment, and Position, which means that among the seven identified profile variables, the respondents' highest educational attainment and position intensified the predicting capacity of professional self-esteem on work engagement, hence considered as moderating factors.

In brief, these findings underscore the pivotal importance of Professional self-esteem in molding work engagement. Additionally, the incorporation of respondents' Profile variables illuminates the intricate nuances within this connection. This extensive analysis sheds light on the interplay of diverse factors, offering insightful guidance for educational institutions seeking to enhance the work engagement of faculty members. By recognizing the significance of Professional self-esteem and factoring in respondents' profiles, administrators can expertly foster a teaching faculty that is not only motivated but also deeply engaged.

Karapostal (2014) confirmed that personal characteristics such as gender, marital status, age, educational attainment, and seniority are related to organizational commitment and leadership style. The study also found a positive relationship between education level and job satisfaction. Similarly, Hernandez (2017) referenced Okunribido and Wynn's (2010) findings that age alone does not determine health and job performance, but that internal and external factors such as lifestyle, nutrition, and exercise vary among individuals. Older workers who perceive themselves as active and enjoy working tend to exhibit more job involvement and organizational commitment due to intrinsic factors such as creativity, skill satisfaction, and remaining engaged in the workplace.

The results are consistent with Bahanani, Lewis, and Syed (2013) who noted that work engagement is a concept that has been studied and developed in the literature, like many other concepts in business and management. It is assumed to be gender-neutral, where both women and men can equally demonstrate their engagement in the workplace.

**Table 8**

Test of prediction of respondent's organizational commitment and professional self-esteem on work engagement

| Step | Predictors            | B    | t-value | p-value | R <sup>2</sup> | Adj. R <sup>2</sup> | Change in R <sup>2</sup> |
|------|-----------------------|------|---------|---------|----------------|---------------------|--------------------------|
| 1    | (Constant)            |      | 17.172  | .000    | .966           | .966                | .966**                   |
|      | Satisfaction          | .983 | 83.731  | .000    |                |                     |                          |
| 2    | (Constant)            |      | 9.004   | .000    | .969           | .969                | .003**                   |
|      | Satisfaction          | .951 | 74.393  | .000    |                |                     |                          |
|      | Knowledge Development | .065 | 5.090   | .000    |                |                     |                          |
|      | (Constant)            |      | 6.983   | .000    |                |                     |                          |
| 3    | Satisfaction          | .933 | 67.641  | .000    | .970           | .970                | .001**                   |
|      | Knowledge Development | .063 | 4.974   | .000    |                |                     |                          |
|      | Affective Commitment  | .041 | 3.252   | .001    |                |                     |                          |

Step 1:  $F(1, 249) = 7010.930$ ;  $p < .01$

Dependent Variable: Work Engagement

Step 2:  $F(2, 248) = 3869.061$ ;  $p < .01$

Step 3:  $F(3, 247) = 2682.511$ ;  $p < .01$

The respondent's organizational commitment and professional self-esteem were tested to predict work engagement using the stepwise multiple linear regression analysis.

According to R Square values in Table 7, satisfaction accounts for 98.3 percent of variance in work engagement, which is significant  $F(1, 249) = 7010.930$ ;  $p < .01$ . When Knowledge Development was entered in the next step, the R Square Change of 3% indicates the new R Square Value of 96.9 percent, which is also significant  $F(2, 248) = 3869.061$ ;  $p < .01$ . By entering affective commitment in the analysis at the third step, R Square reached 97 percent, as the R Square Change value, i.e., 0.01, was statistically significant  $F(3, 247) = 2682.511$ ;  $p < .01$ .

Therefore, it can be justified that satisfaction singly predicts work engagement, satisfaction, and knowledge development as sub-factors of professional self-esteem both explain work engagement, and satisfaction, knowledge development, and affective commitment in combination channels work engagement.

The above formula suggests that every 1-point increase in Affective Commitment (AC) score corresponds to a 0.41 increase in Work Engagement (WE) score holding the other factors fixed; for every 1-point increase in Knowledge Development (KD) score results in a .063 increase in WE score keeping the other independent variables constants; and for every 1-point increase in Job Satisfaction (JS) score yields a .933 increase in WE score holding the other independent variables fixed.

Therefore, these insights provide practical guidance for educational institutions. By placing emphasis on strategies that promote affective commitment, knowledge development, and job satisfaction among faculty members, institutions have the opportunity to increase levels of work engagement. Acknowledging these correlations and taking proactive measures to address them could lead to a teaching faculty that is not only more motivated and engaged but also contributes to an enhanced educational experience for all those involved.

According to Karataş and Güleş (2010), the findings suggest that teachers generally have high job satisfaction and loyalty towards their organization, and emotional factors play a significant role in shaping their job satisfaction and organizational loyalty. Similarly, Öngel (2014) asserts that there is a positive relationship between organizational commitment and work engagement among academics. Karataş and Güleş (2010) found that positive employee behavior is associated with higher levels of organizational commitment and job satisfaction on personal, organizational, and social levels. Sezen (2014) notes that job satisfaction and organizational commitment are strongly and positively related, and that age, gender, marital status, and length of tenure in an organization can affect this relationship.

## 5. Conclusions

Based on the findings the conclusions were drawn that the hypothesis stating that there is no significant relationship between organizational commitment and work engagement of the respondents is *rejected*.

The hypothesis stating that there is no significant relationship between professional self-esteem and work engagement of the respondents is *rejected*.

The hypothesis stating the respondents' profile variables do not significantly moderate the relationship between their organizational commitment and work engagement is *partly upheld*.

Likewise, the hypothesis stating the profiles of the respondent do not significantly moderate the relationship between their professional self-esteem and work engagement is *partly upheld*.

Moreover, the hypothesis stating the respondents' organizational commitment and professional self-esteem do not significantly predict their work engagement after controlling their profile variables is *partly upheld*.

## 6. Recommendation

In the light of the conclusions of the study, the researcher offers the following:

- Based on the findings that job satisfaction is a significant predictor of work engagement, the university may want to focus on enhancing the satisfaction of its faculty members.
- Additionally, the university may consider reviewing its policies and guidelines for providing professional development opportunities, including allocating funds for scholarship and fellowship grants, given that higher educational attainment and position predict professional self-esteem and work engagement.

The university may also establish a committee to acknowledge the contributions of faculty members in achieving the institution's mission, with an annual recognition event for faculty members. Future researchers may explore other relevant variables in their studies.

## Conflict of Interest

"The authors declare that there is no conflict of interest."

## Limitations and Future Research Directions

### Scope and Limitation of the Study

The study was limited to teachers in public secondary (Junior and Senior High) schools from Negros Occidental and Laguna Provinces. The study was focused on determining respondents' level of e-work self-efficacy, digital competence, and work engagements perceived during the height of the pandemic wherein remote working is mandatory. The scales used were all modified and adopted for the appropriateness of the indicative statements. The questionnaires were generated through Google Forms and were sent to target respondents.

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