



**SELF-EFFICACY, JOB PERFORMANCE, AND
TRANSFORMATIONAL LEADERSHIP: A STRUCTURAL
EQUATION MODEL ON ORGANIZATIONAL COMMITMENT
AMONG PUBLIC SCHOOL TEACHERS**

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Abstract:

The study aimed to investigate the influence of self-efficacy, job performance, and transformational leadership style on organizational commitment using Structural Equation Modelling (SEM) to 400 public school teachers in Region XI, Philippines. Findings revealed a high level of self-efficacy, a very high level of job performance, and high levels of transformational leadership and organizational commitment. There is a strong, positive, and significant correlation between self-efficacy and organizational commitment; job performance and organizational commitment; and transformational leadership and organizational commitment. Further results showed that the best-fit model was model 3 showing the direct causal relationships of Self-Efficacy, Job Performance, and Transformational Leadership Style on Organizational Commitment. Moreover, the Organizational Commitment of the respondents was defined by the retained indicators, namely: Affective Commitment and Individual Performance. Self-efficacy was described with the following retained indicators: Disciplinary Self-efficacy, and Creative Positive School Climate. On the other hand, Job performance was described in terms of the indicators Workload and Working Environment. Finally, Transformational Leadership retained the following indicators: Political Skill Inventory, and Perception of Relational Uncertainty. Findings suggest that the policy-making body of the Department of Education should look into the provision of professional

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development, workload allocations, and benefits of the teachers to further improve their organizational commitment.

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1. Introduction

The alarming decline in teachers' commitment to their jobs is causing them to have less of a desire to work in schools. Their contentment, affective commitment, determination to put forth their utmost effort, and willingness to continue teaching have all suffered as a result (Prakash & Gautam, 2017; Shah & Bhattarai, 2023). Insufficient compensation and inadequate benefits have negative effects on teachers' commitment to remain in their positions, leading to challenges in retaining valuable resources such as individual proficiency, expertise, and knowledge (Boontantrapiwat & Kitcharoen, 2022).

The accomplishment of a school is dependent upon the fulfillment of the responsibilities carried out by its members. Organizational commitment plays a crucial role in maintaining the loyalty of competent human resources. This commitment can be measured through various indicators, including affective commitment, continuance commitment, normative commitment, and individual performance (Djoko, Mashud, Suryanto, 2016; Prakash & Gautam, 2017; Guzeller & Celiker, 2019; Bading, 2022, Shah & Bhattarai, 2023).

Teachers need a connection to, a closeness to, and an understanding of the purposes of the organization; organizational commitment connects them to the feeling of having that connection and closeness. It is recognized as a critical component for boosting performance and providing services to society since, in light of globalization's challenges to organizational commitment, it is considered an essential element. (Lizote, Verdinelli, & Nascimento, 2017; Prakash & Gautam, 2017; McCullough, 2020; Van den Werf, 2020; Shah & Bhattarai, 2023).

Because organizational commitment is a predictor of teacher motivation and volatility, it impacts the individual teacher and the system as a whole (Onder et al., 2019). In addition, organizational commitment measures how strongly an individual establishes a sense of affiliation and actively engages in a certain organization (Jabiri & Ghazzawi, 2019).

Due to the fact that organizational commitment is a predictor of teacher motivation and volatility, it has an impact not only on the individual teacher but also on the system as a whole (Onder, Akcil, & Cemaloglu, 2019). In addition, organizational commitment is a measurement of how strongly an individual establishes a sense of affiliation and actively engages in a certain organization (Jabiri & Ghazzawi, 2019).

2. Literature Review

In this discussion, self-efficacy refers to the belief that an individual can exercise control over both the internal processes that impact them and the external situations that do so. It is a component of the aims, expectations, ambitions, and motivation of teachers in the same manner as it has a big impact on the teachers' intention to maintain their affiliation with the organization and shows tremendous loyalty (Dullas, 2018; Shah & Bhattarai, 2023; Almutairi, 2020; Sulthan, 2018).

Self-efficacy is an individual's conviction in their capacity to successfully attain their desired objectives, which requires emotional intelligence and contributes to reducing work-related stress (Nguai & Lay, 2019; Liu & Aunguroch, 2019). According to Bandura, this has to do with the confidence one has in one's capacity to plan out and carry out the necessary steps to accomplish certain goals (Ibello, 2016). According to Olayiwola (2011), referenced by Guhao (2016), teachers can build their self-efficacy beliefs, allowing them to become more motivated, fulfilled, effective in the classroom, and efficient with their tasks. As a result, teachers are naturally determined to work hard and create results (Chambers II, 2016). Thus, the Darwinian Principle is based on the reality of acquiring a reliable food source or demonstrating the knowledge, skills, and ability to defend oneself and others (Chambers II, 2016).

The difficulties, setbacks, adversities, frustrations, and injustices people regularly face are everyday realities that substantially influence individuals' perceptions of self-efficacy (Dullas, 2018). Self-efficacy pertains to an individual's conviction to influence the internal and external factors that shape their life circumstances. Goals, aspirations, result expectancies, affective tendencies, and perceptions of barriers and the social environment are all influenced by self-efficacy. Further, self-efficacy influences these factors (Ruiz, 2018; Thomas et al., 2018; Liu & Aunguroch, 2019). Furthermore, Daniela et al. (2019) recognized self-efficacy as a crucial trait in education where teachers are more concerned with their degree of efficacy.

Another dimension believed to affect organizational commitment is job performance (JP), which is the capacity of the teacher to fulfill their task within the constraints of a role or organization. It emphasizes the value, quality, and effectiveness of their output. Also, it reflects the result of actions rather than allusions to effects or evaluation, which rely on unrelated metrics (Bridges, 2018; Kazak & Ciner, 2021; Eliyana et al., 2018).

As a result, job performance refers to the work that a person may successfully do within the constraints of available resources (Karem et al., 2019). Task performance is a vital aspect of work performance, which relates to job performance behaviors that are useful to the organization, as emphasized (Hardiyomo et al., 2017; Bhui et al., 2016). Thus, organizational fairness is valuable to task performance in the workplace (Royes, 2015; Khuong & Okasheh, 2017; Al-Omari & Okasheh, 2017; Sinnappan, 2017; Fonkeng, 2018). Similarly, Parham (2018) stated that job performance is defined as observable acts and

behaviors exhibited by employees about organizational goals, encompassing both behavioral and ability components.

Furthermore, the term performance has two parts: elements and time. In this sense, excellence refers to doing an activity to the standards, and the time component refers to an activity occurring at a specific occasion or period stressed by the event (Khoung & Yen, 2016; Forgacs, 2018; Fonkeng, 2018; Segal et al., 2020). To that end, schools often reward incentives for teachers to perform well and to continue improving their performance Chamber II (2018). Thus, Chamber II (2018) cited that escalating teachers' performance and retaining top teachers are imperative for organizational success (Pfeffer, 2016).

Meanwhile, the capacity of a leader to influence, motivate, and inspire instructors is known as transformational leadership (TL). The school administrators and teachers experience both senses of interaction, engagement, vision, and purpose (Perez, 2018). In other words, increased performance in knowledge management can be attributed to transformational leadership since it can motivate teachers to participate (Espita & Guhao, 2022).

There are three identified characteristics of transformative leadership: leader charisma, stimulation of follower intelligence, and care of the individual follower (Silvas, 2016). Transformational leaders prioritize collective goals accomplished through the model of the common good over self-centered, as cited by Burton and Silvas (2016). However, schools would only be able to execute tasks and attain goals with good leadership, according to Ghasabeh, Reaiche, and Soosay (2015), as referenced by Silvas (2016).

Furthermore, transformational leaders encourage the satisfaction of teachers through inspirational communication that relates the expectations and vision of the organization in a positive and energizing tone. Teachers who work for transformational leaders demonstrate higher levels of motivation and job satisfaction when their needs and preferences are acknowledged and considered during the allocation of job assignments. It is because transformational leaders actively engage with their followers by promoting an understanding and appreciation for principles such as liberty, justice, and egalitarianism. (Wu & Wang, 2015; Ragaisis, 2018;). Thus, Bass (2019) expands on the theory by defining transformational leadership as a construct that employs inspiring leadership as a motivator that leads to innovation.

This study is based on Tajfel's (1979) Social Identity Theory, which posits that individuals construct their own identities within the context of social groups and that these affiliations facilitate and protect self-identity. According to McLeod (2019), Tajfel made a significant contribution to the field of psychology with his thesis that explores the formation of an individual's self-concept based on their group membership. This theory posits that individuals derive a sense of pride and self-esteem from their affiliation with a particular group.

The theory asserts that stereotyping is posited as an inherent cognitive process that prioritizes the differentiation between various groups and the identification of shared

characteristics among objects within a given group. The distinctions and parallels between these entities are commonly denoted as the in-group (us) and the out-group (them). An in-group pertains to the group a teacher is affiliated with, whereas the out-group signifies a separate and distinct group from those above in-group. This contrast suggests that individuals within a certain group exhibit greater similarity than dissimilarity.

The Social Identity Theory views group membership as the real, authentic, and essential component of the individual rather than something artificial linked to them. In addition, research reveals that three brain processes, namely categorization, social identification, and social comparison, occur in a precise order while assessing whether or not someone is one of "us" or "them" and engaging in judging behavior in others.

The first step, called categorization, involves classifying items so that group members can understand and recognize them. One can gain knowledge about anything by determining the group to which they belong, and this knowledge can be gained by defining conduct in terms of group standards to which it belongs. Because a single person can belong to several different groups, achieving this goal is only possible if you can correctly identify the individuals who make up the group.

The second stage involves establishing one's social identity. It is defined as the transformation of the group's identity in order to conform to the self-described membership of the individual members. A person's emotional well-being will be affected by their affiliation with a group, and participation in a group will harm one's sense of self-worth.

Social comparison is the third and last stage of the procedure. As a result of the group members having previously declared themselves as members of a group and being linked with it, they like to compare themselves favorably to other groups. It is done in order to maintain their self-esteem, which requires the group to compare favorably to other groups. It is also essential for comprehending prejudice because when two groups see each other as competitors, the members of each group feel the need to compare one another to maintain their sense of self-worth.

The theory is used in constructing the Structural Equation Model on Organizational Commitment. The respondents' responses are treated according to these three processes, which are determinants of their derived part of identity and the social identity that exists from the groups to which they belong. Also, to determine the social inequalities in social identity about the power and substance of feelings, behaviors, and attitudes (Schepers & Ellemers, 2019).

While there have yet to be studies undertaken in the Philippines. Moreover, most research above restricts their investigation to the bivariate association between the variables. The researcher was motivated to investigate the four variables using the Structural Equation Model (SEM) within the context of the Philippines.

This study aims to ascertain the most suitable model for organizational commitment in public schools. In particular, this study aimed to assess the level of self-efficacy, job performance, transformational leadership, and organizational commitment

in public schools of Region XI. Furthermore, it aimed to determine the significant relationship between self-efficacy in organizational commitment, job performance in organizational commitment, and transformational leadership in organizational commitment.

Hypotheses such as no significant relationships between self-efficacy and organizational commitment, job performance and organizational commitment, transformational leadership, and organizational commitment, and no model that best fits organizational commitment of public schools in Region XI were tested at 0.05 significance level.

Meanwhile, the Conceptual Model 1 illustrated in Figure 1 reflects the direct causal relationship between exogenous and endogenous variables. As shown, the exogenous variables of this study are *self-efficacy*, *job performance*, and *transformational leadership*. On the contrary, the endogenous variable is organizational commitment. Latent variables are not immediately observed and cannot be measured directly. One of the key interests of this research is how each latent concept connected with numerous measures or observable variables *influences decision-making*, *school resources*, *instructional self-efficacy*, *disciplinary self-efficacy*, *parental involvement*, *community involvement*, and *community involvement, creating a positive school culture*. These are the seven indicators that determine *latent self-efficacy*.

Influence decision-making is considered a process used to reach a conclusion composed of individual decisions, and impacts on the individual leader of an organization equates to good leadership. *Influence school resources* include human, material, and financial resources in which human resources are considered the most valuable resources involving employees. *Instructional self-efficacy* leads to successful teaching considering factors such as self-perception of instructional skills, personal characteristics, emotions, pedagogical support from co-teachers, and training programs.

Disciplinary self-efficacy pertains to the caliber and nature of the educational environment, as it mirrors established objectives. *Engage parental involvement* refers to collaboration with parents and the community that includes house visits, door-to-door surveys, and raising awareness of early detection and intervention of teachers affiliated with the community.

Community involvement means working together and building up a community relationship. Create a positive climate that fosters high-quality relationships between students and teachers and reduces the likelihood of violence, which are predictors of social and emotional development, achievement, higher graduation rates, lower absenteeism, and lower retention rates.

The indicators of *job performance* are *stress*, *working environment*, *workload*, and *salary*. *Stress* occurs when an individual recognizes that the conditions are more than the endurance and serve as a challenge towards work. As it increases gradually, it assists employees in gathering and utilizing resources to meet job needs. The *working environment* can be anything that surrounds the teacher and influences how they accomplish their tasks, which is one of the primary determinants influencing teachers'

dedication, efficiency, and satisfaction. The workload is the set of activities to be completed by employees within a predetermined period. Thus, *salary* refers to the predetermined amount of money paid to the employees in exchange for labor.

Transformational leadership is defined by six indicators: *proactive feedback-seeking conduct*, *political skill assessment*, *implicit leadership traits recognition*, *perceptions of relational uncertainty*, *trust in the leader*, and *identification with the leader*. *Proactive feedback-seeking behavior* is considered feedback-seeking behavior considered as an effort to ascertain the adequacy of actions. A *political skills inventory* is a unique type of social skill that time passes which may vary by training, experience, and supervision of talented individuals that links to increased team performance. *Implicit leadership trait* recognition explains the mechanism of effective leadership within a specific cultural context in the cognitive framework of its followers. *Perceptions of relational uncertainty* refer to the doubts and concerns one has about their partner and their involvement within the relationship. *Trust in the Leader* refers to the beliefs of followers in the intentions and confidence in the actions of leaders. The transformational leadership approaches, which are more developmental and relate to the followers as unique persons needing individualized consideration and intellectual stimulation, incorporate identification with the leader.

This study examines the construct of organizational commitment, which is assessed using four specific indicators: *affective commitment*, *continuous commitment*, *normative commitment*, and *individual performance*. *Affective commitment* refers to personal loyalty to the organization involving emotional bonds and a sense of belongingness that teachers develop toward the organization. *Continuance commitment* refers to employees' feeling that they have to remain employed by the organization because the cost of living is better than others in which they do not necessarily feel compelled to perform at an admirable level. *Normative commitment* relates to how long teachers believe they should stay in the organization expected to be greater and related more strongly to behaviors in collectivist cultures as opposed to individualistic cultures.

Individual performance is considered a predictor of organizational performance and is a phenomenon outcome on which the accomplishments of a school dependent on it is intangible.

Research in other countries has shown a correlation between organizational commitment and self-efficacy, job performance, and transformational leadership. These findings come from a variety of different types of studies. On the other hand, research analogous to this one has yet to be carried out in the Philippines.

In addition, most of the research that has been done concentrates on the bivariate connection between the variables involved. Because of this, the researcher decided to use the Structural Equation Model (SEM) to analyze the four variables of the Philippines. It investigated a theoretical model that consisted of a set of predicted covariance between self-efficacy, job performance, transformational leadership, and organizational commitment in public schools located in Region XI to gain an understanding of the predictors of organizational commitment that are most likely to be accurate and the model that is the best fit for the data.

This current study could help create technical assistance by highly skilled teachers at the school and training offered by the School Division Office. In addition, this may imply that the Department of Education will perform policy assessments to promote teacher commitment, such as increasing the number of concrete rewards given to teachers.

This study aims to determine the best organizational commitment model that would be most suitable for use in public schools. The primary purpose of this study was to examine the levels of self-efficacy, job performance, transformational leadership style, and organizational commitment present in public schools in the Davao Region.

In addition, the study investigates whether or not there is a relevant connection between self-efficacy and organizational commitment, job performance and organizational commitment, and transformational leadership style and organizational commitment. To determine whether or not there is a connection between self-efficacy and organizational commitment, job performance and organizational commitment, and transformational leadership style and organizational commitment, an investigation was carried out using a significance level of 0.05. In addition, it determines whether or not there is a model that is the most suitable for professional learning communities in public schools located in Region XI, and it does so by determining whether or not there is such a model.

The significance of this study is related to the twenty-first century, in which organizational commitment of teachers is crucial since it assures high productivity, lower absenteeism, superb team players, and advocates. As a result, schools perform better in providing services to their different learners and society (Werf, 2020). The commitment to the organization of teachers affects the teaching profession because educational vision and goal attainment are at risk. Teachers' organizational commitment is significant because it affects the overall success of the education sector in terms of the reforms that schools attempt to implement (Caballero & Guhao, 2020).

Further, in an educational setting, the school heads of various schools in Region XI can identify methods of determining individual dedication and motivations of teachers, allowing them to plan for the improvement of their organizations. They may benefit from technical help provided by highly skilled instructors at their school and training sponsored by the Schools Division Office.

The policy-making entity within the Department of Education may consider examining the allocation of teachers' workloads to mitigate the risk of excessive stress, which can negatively impact their professional effectiveness. This recommendation suggests that the Department of Education should evaluate potential policy modifications to enhance teacher dedication, such as augmenting tangible incentives for instructors. In addition, the provision of appropriate prizes and recognition can enhance their perceived value, increasing the probability of their retention within the organization.

The study's findings hold significance for educational researchers as they may prompt further investigation into the potential changes in teachers' organizational

commitment over time among respondents and within the same location. This subsequent research could inform additional measures to enhance the country's educational sector and the teaching profession.

3. Materials and Methods

The study's respondents were teachers who taught for one year and above from the selected public schools in elementary and junior high schools within Region XI. It is determined using the Raosoft Sample Size Calculator, the total number of elementary teachers which is 25, 814 added to the total number of junior high teachers which is 14, 585 to get the population size, which is 40, 399. In getting the sample size, it considered a 5 percent marginal error, 95 percent confidence level, and 50 percent distribution.

There were 381 teacher actual respondents in the study. They fit respondents for the study and provided reliable data to test the hypothesis. Students, parents, leaders, and DepEd officials were excluded.

This survey included every school division in the Davao Region. The number of teachers per division was specially selected as follows: Panabo City, 14 (4 percent) teachers made up of 9 (2.5 percent) elementary and 5 (1.5 percent) junior high school; Davao City, 107 (28 percent) teachers composed of 67 (18 percent) elementary and 40 (10 percent) junior high school; Tagum City, 18 (5 percent) teachers composed of 11 (3 percent) elementary and 7 (2 percent) junior high school; Davao del Norte, 39 (10 percent) teachers composed of 25 (7 percent) elementary and 14 (4 percent) junior high school; Davao de Oro, 62 (16 percent) teachers composed of 38 (10 percent) elementary and 24 (6 percent) junior high school; Davao del Sur, 37 (10 percent) teachers composed of 26 (7 percent) elementary and 11 (3 percent) junior high school; Digos City, 13 (3 percent) teachers composed of 8 (2 percent) elementary and 5 (1 percent) junior high school; Mati City, 13 (3 percent) teachers composed of 8 (2 percent) elementary and 5 (1 percent) junior high school; Davao Oriental, 39 (10 percent) teachers composed of 26 (7 percent) elementary and 13 (4 percent) junior high school; Island Garden City of Samal, 10 (3 percent) teachers composed of 6 (2 percent) elementary and 4 (1 percent) junior high school; and Davao Occidental, 29 (8 percent) teachers composed of 20 (5 percent) elementary and 9 (2 percent) junior high school.

In determining the appropriate number for Structural Equation Modelling, stratified random sampling used with the division of a population into smaller groups called strata which were stratification, also known as quota random sampling and proportionate random sampling, the process of organizing based on the shared traits or qualities of the group's members (Nickolas, 2020).

The subjects in this study were not coerced into taking part. When they felt uneasy during the study, they could end their participation. The Data Privacy Act of 2012 protected participants' natural rights to privacy without their informed consent. Security issues prevented them from revealing their identity. Even their survey responses were kept private.

This principle entails that individuals are eligible for participation in the research if they have served as instructional personnel within the Department of Education for one year or longer. The researcher explained the study's justification and importance within the survey questionnaire, which was incorporated into the Google Form. In addition, it is noteworthy that the research participants were never harmed, as their identities were safeguarded and kept confidential. Ensuring their safety and security was of paramount significance. Ensuring the physical, emotional, and social preparedness of respondents was imperative. Consequently, the participants were given the Google Form hyperlink to respond to the survey inquiries during the data-gathering phase. The action was undertaken to ensure the respondents' safety and protection.

The opportunity as respondents for this study was available to all elementary and secondary school teachers in Region XI. The study group excluded elementary and secondary school teachers from private institutions. Therefore, private elementary and secondary school teachers need to meet the criteria for participation in this survey as respondents. None needed to participate in the research to fulfill the withdrawal requirements. Anytime they felt uneasy, they might have left the study.

The completion of this project took place in the southern region of Mindanao. Region XI comprises five provinces: Davao de Oro, Davao del Norte, Davao del Sur, and Davao Occidental. The geographical area encompasses the Davao Gulf and serves as the administrative hub for the region, housing Davao City as its central urban center. The region in question has been inhabited by a diverse array of ethnic groups, among them the Boholanos, Cebuanos, and Ilonggos, which are widely regarded as the predominant tribes in the area. The Maranaos, Manobos, Maguindanaos, T'bolis, Bagobos, B'laans, Samals, Mansaka, and Agtas are among the various ethnic groups present in the region. Based on the readings on organizational commitment, the researcher observed a lack of studies in Region XI that establish a causal relationship between self-efficacy, job performance, and transformational leadership style in elementary and junior high school teachers. Furthermore, it should be noted that the researcher is currently affiliated with one of the departments that participated in the study. There needed to be more specific quantitative data regarding the level of organizational commitment among elementary and secondary teachers in the region. This dearth of information influenced her decision to pursue further studies in Region XI.

To collect data, the researcher utilized questionnaires that had been modified and adopted. Each of the four instruments was specifically designed in conformity with the stated research aims. Professionals formulated some of the inquiries, while the remainder was generated using standardized instruments from online platforms.

The self-efficacy survey was modified by Stuart (2017). This tool includes 32 statements in total. There were two items intended to have an impact on decision-making, three items to have an impact on school resources, nine items to have an impact on instructional self-efficacy, three items to create a significant effect on disciplinary self-efficacy, three items to have an impact on parental involvement, four items to have an impact on community involvement, and eight items to have an impact on creating a

positive school climate. The pilot testing process was conducted for this study and the score of .965 indicates that the items' internal consistency is reasonably high.

Meanwhile, the questionnaire on job performance was adapted from Munisamy (2015). It consists of forty-item (40) survey questionnaires with four indicators, specifically stress, working environment, workload, and salary, which all consisted of ten-item questions for each indicator. The instrument underwent pilot testing, yielding a value of .972, indicating that the items exhibit a relatively good level of internal consistency.

Seventy-two survey items made up the research instrument for the transformative leadership style was derived from Wang (2015). Twenty-one were intended for recognizing implicit leadership traits, sixteen were for proactive feedback-seeking behavior, eighteen were for the political skill inventory, three were for perceptions of relational uncertainty, six were for trust in the leader, and eight were for identification with the leader. The items were subjected to pilot testing, which yielded a result of .976, indicating a good internal consistency level.

Adapted from Adnan and Nhaily (2018), the organizational commitment questionnaire is a standardized tool that may be accessed online. Affective commitment, continuation commitment, normative commitment, and individual performance were the four factors that made up the survey, each with three-item questions. The survey's alpha coefficient of .894 indicates that its items have a comparatively high level of internal consistency.

This finding suggests that the level of agreement and disagreement varied from strong agreement to strong disagreement, and the range of values for all associated variables fell between 5.00 and 1.00. The rating scale used in this study assigns a value of 5 to Strongly Agree (SA), indicating that the statement is consistently observed. A value of 4 is assigned to Agree (A), indicating that the statement is often observed. Moderately Agree (MA) is assigned a value of 3, indicating that the statement is observed occasionally. Disagree (D) is assigned a value of 2, indicating that the statement is rarely observed. Finally, Strongly Disagree (SD) is assigned a value of 1, indicating that the statement is not observed.

The survey questionnaire was modified according to the local context with the guidance of an advisor and the input of competent validators who assessed its content for construct validity. The questionnaire received an average rating of 4.3, indicating a very good level of descriptive equivalence.

This study utilized a quantitative approach, correlational analysis, and a structural equation model (SEM). The study utilized quantitative methodology to gather and analyze numerical data, identify patterns and means, predict outcomes, establish causal connections, and extrapolate findings to broader populations (Bhandari, 2020; Jain & Chetty, 2021).

In the meantime, correlational analysis was used to examine the statistical relationship between variables without researcher manipulation; this is a non-

experimental study that seeks to determine the degree of association or correlation between variables (Hassan, 2022).

In addition, the structural equation model dealt with the data analysis of statistical procedures involving multiple forms of measurements of multi-dependent variables analyzed in conjunction with other variables. Thus, models described the relationship between latent or unobserved variables and observable variables. (Jain and Chetty, 2021). The researcher categorized the observations according to the characteristics of the multiple variables indicated in the survey on a modified questionnaire, including the exogenous variables of self-efficacy, job performance, and transformational leadership and the endogenous variable of organizational commitment. The participants were requested to respond to a survey questionnaire to assess the correlation between factors and determine the optimal model for organizational commitment (Hassan, 2022).

Furthermore, the University of Mindanao Ethics and Review Committee (UMERC) Certificate of Approval, UMEREC Protocol No., UMEREC-2022-047, also verified the study. The researcher meticulously followed a prescribed procedure and technique to get the data. After receiving authorization and endorsement from the Department of Education, Region XI, the researcher submitted a formal request letter to the Office of the Schools Division Superintendents. Upon receiving approval, the School Heads were presented with a letter request. In contrast, survey questionnaires were distributed via Google Forms to reach a larger group of respondents without jeopardizing health regulations. Moreover, the use of this program permitted accurate data collection and presentation.

The researcher exerted an effort to explain the purpose of the survey while the respondents read it with the incorporation of supplementary written guidelines. The questionnaire contained clear and convenient test-taking instructions and a study description. The survey respondents were provided with a sufficient amount of time to complete the questionnaire fully. After the online retrieval of survey responses, the data was systematically organized, calculated, examined, and interpreted according to the study's objectives.

The research objectives, methodology, and benefits were effectively communicated to the participants comprehensively and in detail. The participants completed the consent form, confirming their voluntary participation in written format. The form provided a comprehensive overview of the essential information discussed with the survey participants and the methodology employed in conducting the survey.

Parental consent was not required as the individuals who responded were of legal age. The survey form did not include the respondents' identities, and measures were taken to ensure the confidentiality of their responses. The participants were also aware of their right to revoke their agreement to participate in the study at any point.

The data were gathered in a way that ensured their privacy, then analyzed, and finally interpreted broadly. The data were analyzed by computing the mean to analyze and comprehend the exogenous variables of self-efficacy, job performance, transformational leadership, and the endogenous variable of organizational

commitment. It was done in the context of the analysis of the mean. After that, the Pearson correlation coefficient was utilized to decide whether the link between the variables was significant from a statistical standpoint. In this investigation, the patterns of effect demonstrated by a set of variables were analyzed using route analysis.

The succeeding indices were produced to evaluate the model's goodness of fit. All of them met the requirements: CMIN/DF should be 02 with a p-value of >0.05 , Tucker-Lewis Index (TLI) should be >0.95 , Comparative Fit Index (CFI) should be >0.95 , Goodness of Fit Index (GFI) should be >0.95 , Normative Fit Index (NFI) should be >0.95 , Root Mean Square Error of Approximation (RMSEA) should be 0.05, and P of Close Fit (PCLOSE) should be >0.05 .

In addition, the research did not uncover any evidence or suggestion that the work of a different person was misinterpreted in any way. Grammarly and Turnitin were two of the programs used in the study's analysis to check for instances of plagiarism caused by software. There was not a single shred of evidence to suggest that the acts that were carried out were deliberately misinterpreted, that data and findings were fabricated, or that an attempt was made to misrepresent the conclusions that were reached willfully.

Similarly, no indications were found of the study intentionally manipulating the findings to conform to a particular model or theoretical assumption, nor were there any indications of making excessive or exaggerated claims. The researcher lacked the authority or ability to control or influence the respondents, eliminating any potential factors that could have coerced their participation in the study.

It is abundantly clear that no credible evidence supports the hypothesis that the study deceived the participants about any possible dangers. In essence, every study must have stringent safeguards to preserve the rights of the people who participate in the research. The researcher was given full access to all resources necessary for the investigation because of the crucial importance that technical considerations play in guaranteeing the effective outcome of this study. The researcher ensured that she had regular access to hardware (particularly a laptop), software (such as reading and writing software, as well as internet browsers), and a dependable internet connection to circumvent the constraints put on her by technological advances. She also made sure that she possessed the necessary tools.

The outcomes of this research would provide useful insights for those who participated in the study because they would act as a catalyst for raising awareness among officials from the Department of Education (DepEd), school administrators, and elementary and secondary school instructors. These insights would concentrate on developing efficient programs and techniques that encourage expanding a professional learning group inside the framework of the public school system. The improvement of teachers' levels of self-efficacy, job performance, transformational leadership, and organizational commitment would be how this goal would be attained within the school community context.

4. Results and Discussion

The results are presented in alignment with the planned objectives that were set for this study. Furthermore, the research encompasses exposing the final determination of the null hypothesis. Moreover, this study integrates an extensive examination of the pertinent academic literature to offer substantiation and verification for its findings.

4.1 Level of Self-Efficacy

The overall mean level of self-efficacy, as presented in Table 1, is 4.11, indicating a high level. The standard deviation (SD) for this measure is 0.552. The high level of self-efficacy can be attributed to the high levels of the following indicators: Efficacy to Influence Decision Making, which had a mean level of 3.89; Efficacy to Influence School Resources, which had a mean level of 3.96; Instructional Self-Efficacy, which had a mean level of 4.12; and Efficacy to Enlist Community Involvement, which had a mean level of 3.87.

Table 1: Level of Self-Efficacy

| Indicator | SD | Mean | Descriptive Level |
|--|-------------|-------------|-------------------|
| Efficacy to Influence Decision-Making | 0.83 | 3.89 | High |
| Efficacy to Influence School Resources | 0.69 | 3.96 | High |
| Instructional Self-Efficacy | 0.59 | 4.12 | High |
| Disciplinary Self-Efficacy | 0.57 | 4.35 | Very High |
| Efficacy to Enlist Parental Involvement | 0.61 | 4.26 | Very High |
| Efficacy to Enlist Community Involvement | 0.78 | 3.87 | High |
| Efficacy to Create a Positive School Culture | 0.57 | 4.31 | Very High |
| Overall | 0.55 | 4.11 | High |

The results suggest that the respondents' self-efficacy is most influenced by their ability to control decisions related to significant school issues, express their opinions regarding necessary school amenities, and even impact the level of instructional help they receive. Moreover, the ability of educators to implement effective instructional strategies is crucial in developing their self-efficacy, as they play a pivotal role in academia. The limited resources available to public schools necessitate the optimization of support from the community or school stakeholders, as suggested by the findings. The results of this present study align with those of Dullas (2018) and Daniela et al. (2019), indicating that an individual's level of self-efficacy plays a crucial role in their ability to exert control over significant activities, particularly within the professional domain.

Moreover, these results align with previous research indicating that educators who take control and have a strong sense of self-efficacy are dedicated to their instructional practices and exhibit effective decision-making abilities. The individuals in question assume accountability for their acts. Furthermore, self-efficacy enables individuals to create and execute valuable instructional initiatives and programs effectively (Ruiz, 2018; Thomas et al., 2016; Liu et al., 2019).

4.2 Level of Job Performance

The level of job performance among public school teachers as presented in Table 2 is measured in terms of the following criteria: (1) stress; (2) work environment; (3) workload; (4) salary. The overall mean level of job performance, as shown in Table 2, is 4.28 or *very high*, with a standard deviation (SD) of 0.525. The *very high level* of a variable was contributed by the very high level of the following indicators: Stress with a mean level of 4.48; Work Environment with a mean level of 4.34; and Workload with a mean level of 4.30.

Table 2: Level of Job Performance

| Indicators | SD | Mean | Descriptive Level |
|------------------|-------------|-------------|-------------------|
| Stress | 0.49 | 4.48 | Very High |
| Work Environment | 0.56 | 4.34 | Very High |
| Workload | 0.55 | 4.30 | Very High |
| Salary | 0.79 | 4.01 | High |
| Overall | 0.53 | 4.28 | Very High |

The findings imply that, in general, the job performance of the respondents is very highly attributed to their stress level. Further, the respondents can manage their stress, as evident in the high mean rating of the statements under this indicator, such as being self-motivated, enjoying the work, and related statements. This finding is in cognizance of the studies that pointed out a common notion that when employees can manage their stress levels, they become more functional and productive in their workplace (Bhui et al., 2016; Segal et al., 2020). It is also supported by the findings that controlling the stress level contributed to the employees' sheer enjoyment and motivation to stay productive at work (Fonkeng, 2018; Khuong & Yen, 2016).

Also, the work environment played a vital role in the very high level of the respondents' job performance. It implies that they have experienced positive relations and that their superiors and colleagues have supported their personal and professional growth. These finding parallel that of Hardiyono et al. (2017) that a positive working environment motivates employees to perform better in their designated functions. Also, consistent support from the top management significantly impacts the kind of working environment in the workplace. Further, the kind of work environment influences the job performance of the employees as it ignites genuine commitment and productivity (Al-Omari & Okasheh, 2017; Sinnappan, 2017).

4.3 Level of Transformational Leadership

The level of transformational leadership in the context of this study is measured in terms of the following indicators: (1) having proactive feedback-seeking behavior; (2) having the political skill inventory; (3) having implicit leadership traits recognition; (4) having perceptions of relational uncertainty; (5) having trust in the leader; (6) being identified with the leader.

The average degree of transformational leadership, as seen in Table 3, is 4.06, considered strong. The standard deviation (SD) for this measure is 0.553. The elevated value of a variable can be attributed to the elevated value of all the indicators. The participants in the study exhibited proactive feedback-seeking behavior, with an average score of 3.94. They also demonstrated a high level of political skill, as indicated by a mean score of 4.18 on the Political Skill Inventory.

Table 3: Level of Transformational Leadership

| Indicators | SD | Mean | Descriptive Level |
|---|-------------|-------------|-------------------|
| Having proactive Feedback-Seeking Behavior | 0.68 | 3.94 | High |
| Having the Political Skill Inventory | 0.66 | 4.18 | High |
| Having implicit Leadership Traits Recognition | 0.57 | 3.97 | High |
| Having perceptions of Relational Uncertainty | 0.77 | 4.09 | High |
| Having trust in the Leader | 0.72 | 4.16 | High |
| Being identified with the Leader | 0.72 | 4.04 | High |
| Overall | 0.55 | 4.06 | High |

Furthermore, participants displayed a strong ability to recognize implicit leadership traits, with an average score of 3.97. Their perceptions of relational uncertainty were moderately high, with a mean score of 4.09. Participants also reported high trust in their leader, as demonstrated by a mean score of 4.16. Lastly, participants identified strongly with their leader, with an average score of 4.04.

The results suggest that the perception of transformational leadership can be inferred from the participants' self-reported evaluations of their perceived appraisals and comments received from their school leaders, contributing to a sense of being valued within the organizational context. Moreover, their profound genuineness and unwavering commitment are evident. Furthermore, this also relates to their desire to cultivate positive relationships and trust and align themselves with the principles upheld by their school administrators. It is consistent with previous research indicating that the display of transformational leadership is connected with establishing a desirable working environment for employees (Johnson, 2017; Espita & Guhao, 2022). Furthermore, the attributes and traits associated with transformational leadership are highly valued in contemporary workplaces (Johnson, 2017). This phenomenon facilitates the cultivation of motivation and inspiration among employees to the extent that it can influence their ideals (Perez, 2018).

Moreover, the present investigation aligns with previous research indicating that transformational leadership fosters the collective's growth and well-being, hence instilling a sense of worth and appreciation among employees (Bass, 2019; Silvas, 2016). Furthermore, the primary emphasis is on fostering interpersonal connections among individuals inside the organization to inspire employee dedication and innovation. It is achieved by aligning their personal values with the shared values of the organization (Wu & Wang, 2015; Ragaisis, 2018).

4.4 Level of Organizational Commitment

The organizational commitment of the respondents was measured in terms of the subsequent indicators: (1) affective commitment, (2) continuance commitment, (3) normative commitment, and (4) individual performance. The collated responses of the respondents' level of organizational commitment are presented in the table. The overall mean level of organizational commitment, as reflected in Table 4, is 4.10 or higher, with a standard deviation (SD) of 0.611. The high level of organizational commitment was contributed by the high level of the following indicators: Affective Commitment with a mean level of 4.01; Continuance Commitment with a mean level of 4.09; and Normative Commitment with a mean level of 4.01.

Table 4: Level of Organizational Commitment

| Indicators | SD | Mean | Descriptive Level |
|------------------------|-------------|-------------|-------------------|
| Affective Commitment | 0.76 | 4.01 | High |
| Continuance Commitment | 0.72 | 4.09 | High |
| Normative Commitment | 0.74 | 4.01 | High |
| Individual Performance | 0.61 | 4.30 | Very High |
| Overall | 0.61 | 4.10 | High |

The respondents' affective commitment has contributed to their overall level of organizational commitment, as evident in their feeling of belongingness in school. They resolve the problems that arise in school as if it is their own. This is in cognizance with the findings that those with high affective commitment demonstrate loyalty, dedication, and sheer feeling of being identified with the organization (Shah & Bhattarai, 2023). Moreover, the current findings are similar to that of McCullough (2020) that high affective commitment among the employees is the reason for the low turnover among the employees because of the feeling of being fit in terms of their values and goals.

On the other hand, their organizational commitment is also attributed to their continuance commitment, as evident in their intention to be of service in school because of the tangible and intangible benefits that it provided them. It is also indicated by the high value they feel in school. The study's results are consistent with the findings of Werf (2020), which indicate that individuals who exhibit continuation commitment remain in the company mostly because of the necessity of employment and adequate remuneration. It is supported by the notion of Alderton (2016) that those with high continuance commitment are rooted in the benefits such as salary gain and other remuneration that other companies cannot provide for them, thereby exuding loyalty towards the organization.

Moreover, the normative commitment of the respondents speaks of their professional commitment based on ethics and loyalty. It is supplemented by the recognition and promotions that they are receiving. In addition, the benefits that they received are deemed sufficient for them to express their intention to stay in the organization. The study results are consistent with previous research indicating that individuals who exhibit normative commitment are inclined to remain in the

organization due to their desire to reciprocate the advantages, acknowledgment, and career advancement they have received (Werf, 2020). In addition, this parallels the notion that normative committed employees avoid the organization's disappointment when they leave after being professionally honed and mentored (McCullough, 2020).

4.5 Relationship between Levels of Self-Efficacy and Organizational Commitment

In this study, examined the association between self-efficacy levels and organizational commitment, employing a significance level of 0.05. Each of the indicators under self-efficacy was tested against the indicators of organizational commitment.

The significance of the correlation between organizational commitment and self-efficacy at the 0.05 level of significance is detailed in Table 5.

Table 5: Significance on the Relationship between
 Levels of Self-Efficacy and Organizational Commitment

| Self-Efficacy | Organizational Commitment | | | | Overall |
|--|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| | Affective Commitment | Continuance Commitment | Normative Commitment | Individual Performance | |
| Efficacy to Influence Decision Making | .518* (0.000) | .386* (0.000) | .434* (0.000) | .425* (0.000) | .512* (0.000) |
| Efficacy to Influence School Resources | .535* (0.000) | .428* (0.000) | .406* (0.000) | .443* (0.000) | .525* (0.000) |
| Instructional Self-Efficacy | .577* (0.000) | .557* (0.000) | .558* (0.000) | .627* (0.000) | .668* (0.000) |
| Disciplinary Self-Efficacy | .433* (0.000) | .399* (0.000) | .425* (0.000) | .575* (0.000) | .524* (0.000) |
| Efficacy to Enlist Parental Involvement | .500* (0.000) | .466* (0.000) | .426* (0.000) | .578* (0.000) | .565* (0.000) |
| Efficacy to Enlist Community Involvement | .535* (0.000) | .433* (0.000) | .528* (0.000) | .471* (0.000) | .570* (0.000) |
| Efficacy to Create a Positive School Culture | .472* (0.000) | .465* (0.000) | .443* (0.000) | .626* (0.000) | .573* (0.000) |
| Overall | .614* (0.000) | .532* (0.000) | .551* (0.000) | .628* (0.000) | .670* (0.000) |

*Significant at 0.05 significance level.

The table provides information that the r-value is 0.670 and the p-value is 0.000. A robust, positive, and statistically significant correlation is suggested between educators' self-efficacy and their level of organizational commitment. The findings indicated that the indicators of the variable self-efficacy exhibited a singular correlation with the overall organizational commitment. The resulting p-values were less than 0.05 and the r-values varied between 0.521 and 0.668. All indicators, thus, exhibited substantial correlations.

Conversely, when organizational commitment indicators were found to be uniquely correlated with overall self-efficacy, r-values between 0.532 and 0.628 were obtained, with p-values below 0.05. All indicators, thus, exhibited substantial correlation.

The results of the study are consistent with previous research, indicating a strong and positive correlation between self-efficacy and organizational commitment. In support, the teachers' decisiveness over instructional matters is a manifestation of their commitment to the school or to the organization (Zeb & Nawaz, 2016; Ruiz, 2018; Thomas et al., 2018). Moreover, this is in cognizance of the finding that the level of self-efficacy among employees significantly affects their intention to stay, their loyalty, and their dedication to the organization (Almutairi, 2020; Sulthan, 2018).

4.6 Relationship between Levels of Job Performance and Organizational Commitment

Presented in Table 6 is the result of the test of correlations between the levels of job performance and organizational commitment at a 0.05 level of significance. It can be seen from the table that over, the r-value is 0.743 with a p-value of 0.000.

Table 6: Significance on the Relationship between Levels of Job Performance and Organizational Commitment

| Job Performance | Organizational Commitment | | | | Overall |
|------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| | Affective Commitment | Continuance Commitment | Normative Commitment | Individual Performance | |
| Stress | .508* (0.000) | .502* (0.000) | .477* (0.000) | .683* (0.000) | .619* (0.000) |
| Work Environment | .601* (0.000) | .593* (0.000) | .604* (0.000) | .707* (0.000) | .719* (0.000) |
| Workload | .602* (0.000) | .602* (0.000) | .594* (0.000) | .721* (0.000) | .723* (0.000) |
| Salary | .486* (0.000) | .481* (0.000) | .500* (0.000) | .520* (0.000) | .573* (0.000) |
| Overall | .621* (0.000) | .615* (0.000) | .617* (0.000) | .734* (0.000) | .743* (0.000) |

*Significant at 0.05 significance level.

The finding implies that there is a strong, positive, and significant correlation between the teachers' level of job performance and their level of organizational commitment. All job performance metrics were significantly connected with organizational commitment, with r-values ranging from 0.512 to 0.719 and p-values less than 0.05. On the other hand, when the indicators of the variable organizational commitment were singularly correlated with the overall level of job performance, the results revealed r-values ranging from 0.615-0.734 with p-values less than 0.05, therefore all indicators showed significant correlations.

The findings of the current study parallel with Culibrk et al. (2018) that those who perform better in their workplace demonstrated high organizational commitment as well. In support, a positive and significant influence of job performance to organizational

commitment is documented in the findings of Karem et al. (2019). Similarly, the good performance of an employee is a manifestation of their organizational commitment (Bridges, 2018; Eliyana et al., 2018; Kazak & Ciner, 2021).

4.7 Relationship between Levels of Transformational Leadership and Organizational Commitment

The correlations between organizational commitment and levels of transformational leadership, which were examined at a significance level of 0.05, were presented in Table 7. The table presents the aggregate r-value, which is 0.721, accompanied by a p-value of 0.000. The results of this research demonstrated a robust, favorable, and statistically significant association between the degree of transformational leadership exhibited by educators and their degree of organizational commitment.

Table 7: Significance on the Relationship between Levels of Transformational Leadership and Organizational Commitment

| Transformational Leadership | Organizational Commitment | | | | Overall |
|--|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Affective Commitment | Continuance Commitment | Normative Commitment | Individual Performance | |
| Proactive Feedback-Seeking Behavior | .653* (0.000) | .566* (0.000) | .617* (0.000) | .568* (0.000) | .697* (0.000) |
| The Political Skill Inventory | .561* (0.000) | .543* (0.000) | .509* (0.000) | .612* (0.000) | .640* (0.000) |
| Implicit Leadership Traits Recognition | .444* (0.000) | .500* (0.000) | .440* (0.000) | .453* (0.000) | .531* (0.000) |
| Perceptions of Relational Uncertainty | .390* (0.000) | .445* (0.000) | .427* (0.000) | .526* (0.000) | .513* (0.000) |
| Trust in the Leader | .405* (0.000) | .491* (0.000) | .464* (0.000) | .510* (0.000) | .538* (0.000) |
| Identification with the Leader | .490* (0.000) | .524* (0.000) | .490* (0.000) | .496* (0.000) | .578* (0.000) |
| Overall | .605* (0.000) | .633* (0.000) | .608* (0.000) | .655* (0.000) | .721* (0.000) |

*Significant at 0.05 significance level.

The results of individual correlation analyses between organizational commitment and each of the transformational leadership indicators revealed r-values between 0.513 and 0.697, with p-values below 0.05. This suggests the existence of substantial correlations. Furthermore, significant correlations were observed between each of the organizational commitment indicators and the overall level of transformational leadership, as indicated by r-values between 0.605 and 0.655 and p-values below 0.05; thus, the present findings suggest that the correlations are indeed substantial.

The findings of the study are aligned with the found correlation between transformational leadership and organizational commitment. Specifically, when the employees felt that the organization put a value on their interest and development and brought out their innovativeness in them, in return, they demonstrated high levels of

organizational commitment (Perez, 2018; Espita & Guhao, 2022). In support of this, Njoroge (2015) found that transformational leadership significantly influences organizational commitment, and that all components of transformational leadership are notably associated with the level of organizational commitment.

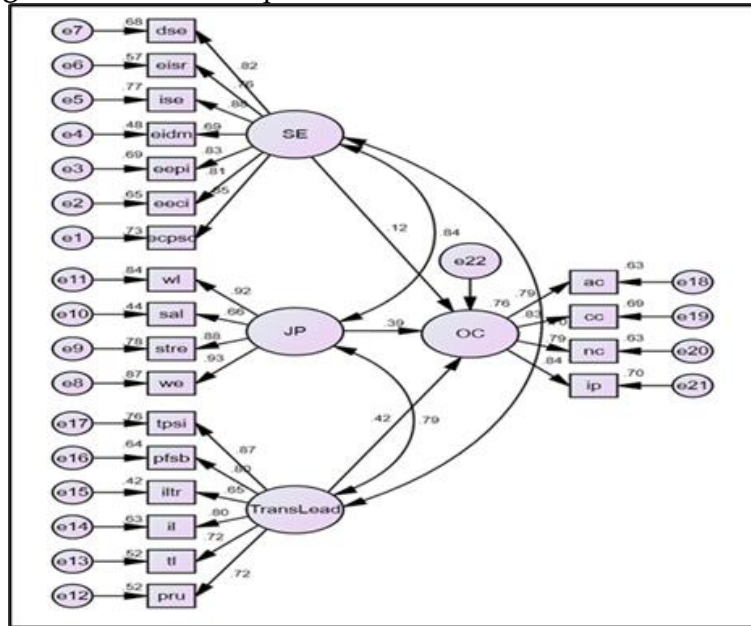
4.8 Best Fit Model on Organizational Commitment

The Figure 1 model needs adjustment to fit the data. The study tested three models for data appropriateness. All mentioned indices must fall within the allowed limits for the best fit model. If the p-value is greater than 0.05, the chi-square divided by degrees of freedom should be between 0 and 2. The root mean square error approximation value must be less than 0.05 and the P-close value greater. The norm, Tucker-Lewis, comparative fit, and quality of fit indices must exceed 0.95. These factors help choose the most accurate model.

Generated Model 1. Figure 2 shows the generated structural model 1 involving the latent variables self-efficacy, job performance, transformational leadership, and organizational commitment. It can be gleaned from the figure that self-efficacy to organizational commitment has a β -coefficient of 0.12; job performance to organizational commitment has 0.39; and transformational leadership organizational commitment has 0.42. On the other hand, looking into the effect of the latent variables to each other revealed higher β -coefficient values: self-efficacy and job performance is 0.84; job performance and transformational leadership is 0.79; and self-efficacy and transformational leadership is 0.79

The generated model scale was tested for parsimoniousness. Table 8 shows that the model did not fit. Close-fitting models have P-close and RMSEA values above and below 0.05 (Kenny, 2015). The derived model values of P-close 0.000 and RMSEA 0.112 indicate a poor match. Steiger (2007) states that CMIN/DF should be less than 2 and Tucker-Lewis Index (TLI) and Comparative Fit Index (CFI) should be better than 0.95 for a reasonable fit and close to 1 for an exceptional fit. The Figure 2 model backed by Table 8 data failed the basic requirement.

Figure 2: Structural Equation Model 1 in Standardized Solution



Legend: eidm=Efficacy to Influence Decision Making; eisir=Efficacy to Influence School Resources; ise=Instructional Self-Efficacy; dse=Disciplinary Self-Efficacy; eepi=Efficacy to Enlist Parental Involvement; eeci=Efficacy to Enlist Community Involvement; epcpsc=Efficacy to Create a Positive School Culture; SE=Self-Efficacy; stre=Stress; we=Work Environment; Wl=Workload; sal=Salary; JP=Job Performance; pfsb=Proactive Feedback-Seeking Behavior; tpsi=The Political Skill Inventory; iltr=Implicit Leadership Traits Recognition ; pru=Perceptions of Relational Uncertainty; tl=Trust in the Leader; il=Identification with the Leader; TransLead=Transformational Leadership; ac=Affective Commitment; cc=Continuance Commitment; nc=Normative Commitment; ip=Individual Performance; OC=Organizational Commitment

Table 8: Goodness of Fit Measures of Structural Equation Model 1

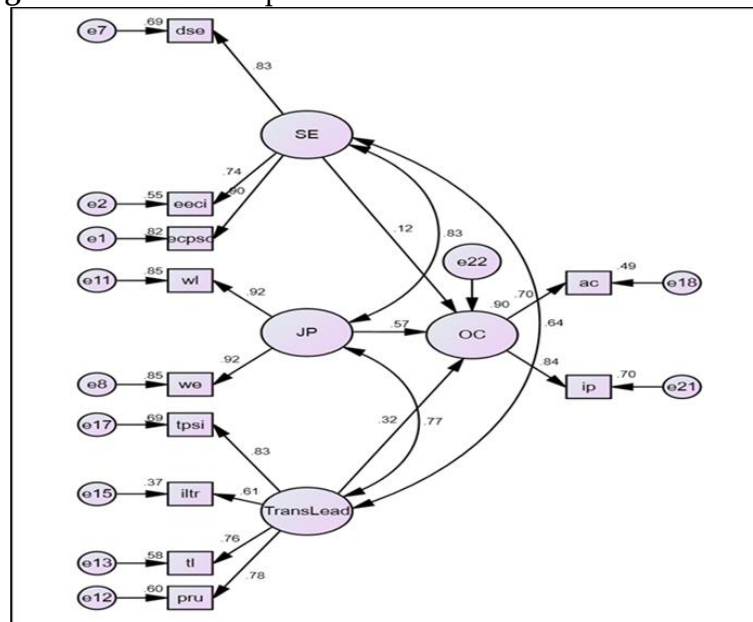
| Index | Criterion | Model Fit Value |
|---------|---------------|-----------------|
| P-Close | > 0.05 | .000 |
| CMIN/DF | 0 < value < 2 | 5.983 |
| P-value | > 0.05 | .000 |
| GFI | > 0.95 | .771 |
| CFI | > 0.95 | .875 |
| NFI | > 0.95 | .854 |
| TLI | > 0.95 | .857 |
| RMSEA | < 0.05 | .112 |

Legend: CMIN/DF=Chi-Square/Degrees of Freedom; NFI=Normed Fit Index; TLI=Tucker-Lewis Index; CFI=Comparative Fit Index; GFI=Goodness of Fit Index; RMSEA=Root Means Square of Error Approximation; Pclose=P of Close Fit; P-value=Probability Level

Generated Model 2. The generated model 2 is shown in figure 3 with latent variables self-efficacy, job performance, transformational leadership, and organizational commitment. The figure shows β -coefficients of 0.12 for self-efficacy, 0.57 for job performance, and 0.32 for transformational leadership in relation to organizational commitment. Several hidden factor interactions showed significant β -coefficient values, including self-efficacy and work performance (0.83), job performance and transformational leadership (0.77), and self-efficacy and transformational leadership (0.70). Thus, Fidell (2007) advised tighter

thresholds: 0.32 (poor), 0.45 (fair), 0.55 (good), 0.63 (very good), or 0.71 (excellent). Self-efficacy promotes bright, high-coefficient bearers. Good school culture efficacy ($\beta=0.90$) and disciplinary self-efficacy ($\beta=0.83$) are the two components. Significant factors affecting job performance are workload ($\beta=0.92$) and work environment ($\beta=0.92$). The transformative leadership model includes political skill inventory indicators ($\beta=0.83$) and relational uncertainty perceptions ($\beta=0.78$). The indices of organizational commitment are affective commitment ($\beta=0.70$) and individual performance ($\beta=0.84$). Model scale measured frugality. Table 9 demonstrates structural change prohibited model fitting. Close-fitting models have P-close and RMSEA above and below 0.05 (Kenny, 2015). Model fit is poor with P-close = 0.000 and RMSEA = 0.119. CMIN/DF less than 2 and Tucker-Lewis Index (TLI) and Comparative Fit Index (CFI) better than 0.95 for fair fit and near to 1 for excellent fit, according to Steiger (2007).

Figure 3: Structural Equation Model 2 in Standardized Solution



Legend: dse=Disciplinary Self-Efficacy; eeci=Efficacy to Enlist Community Involvement; ecpsc=Efficacy to Create a Positive School Culture; SE=Self-Efficacy; stre=Stress; we =Work Environment; wl=orkloa; JP=Job Performance; tpsi=The Political Skill Inventory; iltr=Implicit Leadership Traits Recognition; pru=Perceptions of Relational Uncertainty; ti=Trust in the Leader; TransLead=Transformational Leadership; ac – Affective Commitment; ip – Individual Performance; OC – Organizational Commitment.

Table 9: Goodness of Fit Measures of Structural Equation Model 2

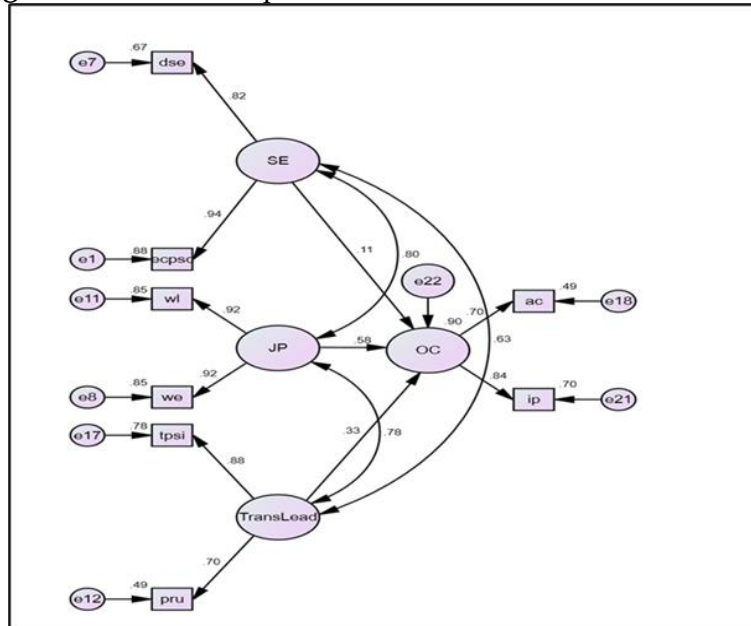
| Index | Criterion | Model Fit Value |
|---------|---------------|-----------------|
| P-Close | > 0.05 | .000 |
| CMIN/DF | 0 < value < 2 | 6.663 |
| P-value | > 0.05 | .000 |
| GFI | > 0.95 | .893 |
| CFI | > 0.95 | .931 |
| NFI | > 0.95 | .920 |
| TLI | > 0.95 | .899 |
| RMSEA | < 0.05 | .119 |

Legend: CMIN/DF=Chi-Square/Degrees of Freedom; NFI=Normed Fit Index; TLI=Tucker-Lewis Index; CFI=Comparative Fit Index; GFI=Goodness of Fit Index; RMSEA=Root Means Square of Error Approximation; Pclose=P of Close Fit; P-value=Probability Level.

Generated Model 3. Illustrated in Figure 4 is the generated model 3, shows that two of six self-efficacy indicators—disciplinary self-efficacy and efficacy to establish a healthy school culture—remained significant predictors of organizational commitment. Work environment and workload affected organizational commitment, but two of four job performance metrics did. Political skill inventory and relational ambiguity were two of six transformational leadership factors that affected organizational commitment. The results indicate that Region XI public school teachers' organizational commitment was best anchored on self-efficacy, which was measured in terms of disciplinary self-efficacy and efficacy to create a positive school culture, job performance in terms of work environment and workload, and transformational leadership in terms of political skill inventory and relational uncertainty.

Table 10 demonstrates the model hits near and good fit requirements. Close-fitting models have P-close and RMSEA above and below 0.05 (Kenny, 2015). The model has a P-close of 0.769 and RMSEA of 0.035. The model passes the remaining criteria: CMIN/DF $0 < \text{value} < 2$, GFI > 0.95 , CFI > 0.95 , NFI > 0.95 , and TLI > 0.95 . The model matches data, making it the greatest fit for organizational commitment components. Steiger (2007) advises CMIN/DF below 2.0 and TLI and CFI above 0.95. MacCallum, Browne, and Sugawara (1996) recommend RMSEA values of 0.01, 0.05, and 0.08 for excellent, good, and moderate fit, with PCLOSE greater than 0.05. Arbuckle (2009) recommends a CMIN/DF under 2.0 and a p-value above 0.05. For good fit, PCLOSE should be above 0.05 (Kenny, 2011) and TLI and CFI above .90 (Hu & Bentler, 1999).

Figure 4: Structural Equation Model 3 in Standardized Solution



Legend: dse=Disciplinary Self-Efficacy; ecpsc=Efficacy to Create a Positive School Culture; SE – Self-Efficacy; we=Work Environment; wl =Workload; JP=Job Performance; tpsi=The Political Skill Inventory; pru=Perceptions of Relational Uncertainty; TransLead=Transformational Leadership; ac=Affective Commitment; ip=Individual Performance=Organizational Commitment.

Table 10: Goodness of Fit Measures of Structural Equation Model 3

| Index | Criterion | Model Fit Value |
|---------|---------------|-----------------|
| P-Close | > 0.05 | .769 |
| CMIN/DF | 0 < value < 2 | 1.493 |
| P-value | > 0.05 | .104 |
| GFI | > 0.95 | .987 |
| CFI | > 0.95 | .997 |
| NFI | > 0.95 | .991 |
| TLI | > 0.95 | .994 |
| RMSEA | < 0.05 | .035 |

Legend: CMIN/DF=Chi-Square/Degrees of Freedom; NFI=Normed Fit Index; TLI=Tucker-Lewis Index; CFI=Comparative Fit Index; GFI=Goodness of Fit Index; RMSEA=Root Means Square of Error Approximation; Pclose=P of Close Fit; P-value=Probability Level.

As can be observed in Table 10, Model 3 has satisfied the criteria for a fitting model of the latent variables. This signifies that the third model exhibits a parsimonious fit. The results of this study provide evidence against the second null hypothesis, which posits that there is no optimal model for explaining the level of organizational commitment among public school teachers in Southern Mindanao is likely predicted by the model with the best match. The findings can be associated with that of Guhao (2019) that the organizational commitment of teachers was basically anchored on continuance and affective organizational commitment. The model demonstrates the significance of self-efficacy, job performance, and transformational leadership as indicators of organizational

commitment consistently indicate an excellent fit to the data, given that each index falls within its respective criterion.

The generated structural Model 3 shows the direct causal link of the exogenous variable with the endogenous variable. Findings revealed a high level of self-efficacy, a very high level of job performance, and high levels of transformational leadership and organizational commitment. There is a strong, positive, and significant correlation between self-efficacy and organizational commitment; job performance and organizational commitment; and transformational leadership and organizational commitment. Further results showed that the best fit model was model 3 showing the direct causal relationships of Self-Efficacy, Job Performance, and Transformational Leadership Style on Organizational Commitment. Moreover, the Organizational Commitment (OC) of the respondents were defined by the retained indicators, namely: Affective Commitment (ac) and Individual Performance (ip). Self-Efficacy (SE) was described with the following retained indicators: Disciplinary Self-efficacy (dse), and Creative Positive School Climate (ecpsc). On the other hand, Job performance (JP) was described in terms of the indicators Workload (wl) and Working Environment (we). Finally, Transformational Leadership (TL) retained the following indicators: Political Skill Inventory (tpsi), and Perception of Relational Uncertainty (pru). Findings suggest that the policy-making body of the Department of Education should look into the provision of professional development, workload allocations, and benefits of the teachers to further improve their organizational commitment.

Since the current model was the best of all, there was no need to test another model. There may be an ideal model that accurately predicts Southern Mindanao public school teachers' organizational commitment. The model shows that self-efficacy, work performance, and transformational leadership can predict organizational commitment.

Public school teachers have remarkable commitment to the organization, indicating the possibility for further enhancement. Furthermore, offering incentives and acknowledgments can enhance employees' self-worth and ability to remain with the company.

Educators with high self-efficacy make diligent effort and demonstrate sound judgment. They assume all accountability. Therefore, self-efficacy enables individuals to develop and execute pertinent educational initiatives, as stated by Ruiz (2018), Thomas et al. (2016), and Liu et al. (2019).

Additionally, the ability of teachers to effectively regulate their stress levels has been found to enhance their overall functionality and productivity within the workplace (Bhui et al., 2016; Segal et al., 2020). Consequently, the capacity of instructors to manage their stress levels resulted in the profound satisfaction and drive of their subordinates to sustain high levels of productivity in the workplace (Fonkeng, 2018; Khuong & Yen, 2016).

Additionally, the work environment greatly affects job performance. This means that supervisors and peers establish strong interpersonal relationships and a supportive environment, which helps individuals grow personally and professionally. This

conclusion supports Hardiyono et al. (2017), who found that a good work atmosphere improves task performance. Senior management's continual support greatly affects an organization's work environment. This boosts productivity and devotion, which improves job performance (Al-Omari & Okasheh, 2017; Sinnappan, 2017).

Thus, educators felt the department prioritized their well-being and professional growth, encouraging creativity (Perez, 2018; Espita & Guhao, 2022). Therefore, these teachers were very dedicated to the organization. Njoroge (2015) found that all dimensions of transformative leadership affect organizational commitment.

5. Recommendations

Established on the findings of the study presented in the optimal fit model, it is anticipated that public school teachers must demonstrate a significantly elevated degree of job performance in order to maintain their position within the department. In order to achieve this, mentors may find it advantageous to receive technical support from the highly proficient teachers inside the educational institution, as well as participate in training programs facilitated by the Schools Division Office.

In order to establish consistent discipline and cultivate a healthy culture, the school may give serious consideration to implementing a program that is congruent with the Vision, Goals, Mission, and Objectives of the Department of Education.

The policy-making entity within the Department of Education may consider examining the allocation of workload among teachers to mitigate any stressors that could impede their overall performance. Therefore, educational institutions must contemplate the fundamental concept of School-Based Management (SBM), which entails the collaborative distribution of leadership responsibilities in addressing diverse undertakings.

Additionally, the school may consider leveraging networking skills and interpersonal influence with both external and internal stakeholders as a means to support teachers in the execution of the School's Programs, Projects, and Activities (PPAs).

6. Conclusion

The reliability and comprehensiveness of this study were enhanced through the utilization of the structural equation model (SEM). The results indicated a significant level of self-efficacy, an exceptionally high level of work performance, and elevated levels of transformational leadership and organizational commitment.

Self-efficacy is frequently acknowledged to be elevated. The variables of efficiency in influencing decisions, influencing school resources, instructional self-efficacy, and enlisting community involvement were found to have a significant impact on the high self-efficacy observed in this study. The individual consistently maintains a high level of Job performance, which guarantees ongoing monitoring. The elevated level of the

indicator can be attributed to factors such as stress, work environment, and workload. The frequency of transformational leadership is high. The variable's elevated level can be attributed to a combination of indications, including proactive feedback-seeking behavior, political skill inventory, implicit leadership qualities recognition, relational uncertainty perceptions, leader trust, and leader identification. The level of organizational commitment is significantly elevated, suggesting a frequent and regular incidence. Affective, continuity, and normative commitment indicators positively influenced organizational commitment.

A strong, favorable, and noteworthy association has been observed between teachers' self-efficacy and organizational commitment, as well as between their job performance and organizational commitment. Additionally, a correlation has been found between the level of transformational leadership exhibited by teachers and their level of organizational commitment. The results obtained provide adequate evidence to reject the initial null hypothesis.

The collected results offer sufficient evidence to reject the initial null hypothesis. The third derived structural model is regarded as the most suitable model that precisely reflects the variables being studied. The findings of this study contradict the second null hypothesis, which suggests that there is no ideal model for understanding the amount of organizational commitment among public school teachers. The results of this study support Henri Tajfel's Social Identity Theory (1979), which suggests that a person's self-concept is influenced by their association with particular groups.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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