



THE MEDIATING EFFECT OF ORGANIZATIONAL COMMITMENT ON THE RELATIONSHIP BETWEEN WORK ENVIRONMENT AND TEACHER ENGAGEMENT

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Abstract:

This study sought to ascertain the role of organizational commitment in moderating the link between the work environment and teacher engagement. Data were collected from 300 respondents who are public elementary school teachers of the public schools in Baganga North and South District, Division of Davao Oriental, Region XI, Philippines, using a quantitative, non-experimental design using a correlational approach. The researcher collected data through a survey method and a universal sampling approach. Additionally, the researcher used the Pearson r , Medgraph employing the Sobel z -test, and mean statistical methods. According to the study's findings, organizational commitment and teacher engagement have very high levels of mean scores, while the work climate has a high level of mean scores. A significant association between organizational commitment and teacher engagement, a significant relationship between organizational commitment and work environment, and a significant relationship between work environment and teacher engagement were also found, according to the data. Further investigation found that the association between the work environment and teacher engagement was fully mediated concerning the impact of organizational commitment. Creating a positive workplace culture would boost teachers' organizational commitment, raising their work engagement in the classroom.

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1. Introduction

As mood, achievement, and social emotions affect work engagement, teachers exercise control and provide varying levels of autonomous support. Different teachers react differently; some would become irate and overlook students who show signs of disengagement (Bergdahl, 2022). Issues related to teachers' engagement concern most educational leaders across countries since their poor engagement adversely affects the overall effectiveness of schools, especially in student learning. Further, poor teacher engagement in schools affects various aspects of teachers' work life, resulting in absenteeism, consequently draining school productivity. Several teachers appeared disengaged at work, as shown by their absence from school events and little involvement with students beyond the designated instructional period. Further, the lack of engagement of teachers is evident among schools due to a lack of resources. Also, it was shown that less engaged teachers have poorer work performance than work-engaged teachers (Agrawal, 2015; Hakanen, Bakker, & Schaufeli, 2018).

Teacher work engagement is important for effective teaching. The psychological experiences experienced by educators and those of their students are closely related to one another. Specifically, teachers' enjoyment in the classroom is positively related to their students' enjoyment (Saucier *et al.*, 2022). Relatedly, engagement at work is crucial because it's valued highly by both workers and school organizations. Ensuring high levels of work engagement among workers increases output and improves the efficiency and efficacy of organizations in schools. Work engagement is a powerful concept that organizations can utilize to improve many organizational functions, including safety performance. Thus, People who are more engaged at work are more productive, active, committed, and eager to carry out their tasks and duties in a dynamic educational system (Gould, 2016). For university students, teacher engagement promotes a supportive learning environment and the best type of social connection (Hagger & Chatzisarantis, 2016; Wentzel *et al.*, 2017; Zhong & Li, 2020).

The work environment is a significant factor in the development of organizational commitment. Employees will feel comfortable working for the company if the workplace is welcoming. Additionally, the workplace environment affects organizational commitment (Irawan & Ie, 2021). Moreover, if employees' expectations align with organizational realities, their commitment will be significantly higher. On the negative side, lesser staff commitment is often expected to lead to increased withdrawal behaviors, decreased loyalty, and decreased teacher engagement in collaborative efforts. Therefore, schools should employ efficient academic recurrence measures (Bashir & Gani, 2020). In addition, Teachers who feel that their workplace is encouraging and fulfilling are inclined to be more involved in their profession, resulting in more instructional activities for learners and more enthusiasm among pupils. Long-term emotional weariness and stress,

lack of confidence and support, short engagement from pupils' motivation, and classroom conflicts are the main factors that drive teachers to abandon their jobs as educators (Ljubetic, 2022).

Additionally, the researcher is unaware of any research on organizational commitment's role in mediating the link between the work environment and teacher engagement in local public schools. In light of this, the researcher is interested in determining whether organizational commitment mediates the relationship between the work environment and teacher engagement in the Baganga North and South Districts public schools. If so, action plans may be developed to enhance teachers' organizational commitment, work environment, and engagement, highlighting the need to collaborate.

2. Literature Review

A review of related literature is discussed in support of the study. On work environment as the independent variable, in the school context, workplace concerns, such as poor working, physical, and mental health, are frequently cited as factors in instructors' inability to deliver lessons and engage students in the learning process effectively. Teachers can feel secure while performing their responsibilities and carrying out instructional tasks in a pleasant working environment. It supports educators in carrying out their duties effectively and thoroughly. Teachers who perform at their best significantly impact the probable future of their pupils or the generations to come and can accomplish educational objectives (Kuncoro & Dardiri, 2017).

Supervisor support refers to the degree to which managers encourage and promote applying what is learned at work. Supervisory support was found to be a significant environmental component in influencing the transmission of training in a meta-analysis that looked at the association between environmental features and the continuation of training. A study that looked into the impact of supervisors on the transfer of training found that those trainees who discussed the course's content with their manager before the course was conducted were twice as inclined to try to transfer their expertise and abilities than those who did not. Participants who had discussed training-related issues with their managers appeared to have a clear understanding of the course's goals and objectives. As a result, the authors propose that managers can affect transfer by encouraging honesty, good listening, and empowerment. Supervisors can, however, also reduce the effectiveness of training transfer through deterrents, including an excessive workload, unforeseen tasks, and a rapid rate of change. Put another way, a supervisor can positively or negatively impact how well instruction is transferred (Silva *et al.*, 2015).

Further, the supervisor's assistance is very important in fostering a positive work atmosphere. The managers can manage a workflow to improve workers' performance by providing knowledge, training, and other resources (Park *et al.*, 2018). Support from managers increases employees' motivation, expertise, competencies, and qualities (Chen & Wu, 2020).

On teacher engagement as the dependent variable, Kirkpatrick (2007) defined workplace engagement as an employee's interest in, excitement for, and investment in the position. Employee engagement at work might rise when coworkers encourage them. An employee who receives encouragement may become a committed and enthusiastic worker (Pimploi *et al.*, 2020).

Emotional engagement refers to positive emotional encounters in the classroom that help create connections and interactions that keep students motivated to work hard and learn (Jones & Thomas, 2016; Meyer & Turner, 2016). Teachers inside the class care about students' difficulties, are compassionate to students, are aware of students' feelings, and show warmth to students (Klassen *et al.*, 2013).

On organizational commitment as the mediating variable, continuance commitment is based on the social and economic cost of exiting the organization (Meyer *et al.*, 2012; Saravanan *et al.*, 2012). The concept of continuity commitment refers to an employee's desire to remain with the company due to the benefits or disadvantages of quitting. High levels of ongoing dedication may not always be associated with how much a person enjoys their work.

In addition, those who have strongly committed principles and objectives will support the organization (Huang *et al.*, 2021). Pursuing the above context, normative commitment is the final type that represents a duty to stick with the business due to the globalization of a loyalty norm and the acceptance of favors that need repayment. Additionally, the normative perspective describes the commitment of an employee to stay with the company based on assessing the costs and benefits of quitting. Organizational commitment is a behavioral intention or response based on an individual's perception of the obligation to conform to social norms (Guler, 2016).

Teachers are performers of the primary goals of education. The behaviors that teachers and school administrators show in the school environment primarily affect themselves and the other stakeholders of the school. Teacher engagement in the school positively forms a business atmosphere in the organization where they feel comfortable. School administrators and teachers are the main determinants of the school's work environment. School administrators should ensure that teacher engagement leads to willing teachers in their work and that they also feel that their work is meaningful. Also, an atmosphere that will reveal the talents and creativity of the employees should be created (Akdemir, 2019; Nanto & Ozan, 2020).

Some studies exposed the factors that affect work engagement, including organizational commitment and work environment. It revealed divergent perspectives on the relationship between organizational commitment and work engagement. While some research has looked into how work engagement relates to organizational commitment, other studies have looked into how it relates to organizational commitment after it occurred (Kim *et al.*, 2017). In the study of Hanaysha (2016), It was discovered that the workplace has a favorable effect on organizational dedication. Pitaloka and Paramita (2014) discovered a similar positive impact on organizational commitment from a supportive work environment.

One of the effective motivational factors to increase teachers' commitment is the empowerment of educators. Chib (2016) suggested that intrinsic motivation and teacher empowerment are related. Both structural and psychological empowerment are aspects of empowerment. Because of their independence and inherent values, rooted in motivating support, teachers' empowerment is an idea in psychology. Another psychological condition that has to do with teacher involvement and the desire to be actively involved in the organization is called organizational commitment. When empowered at work, they remain committed to the institution's goals and act in ways that will help them succeed academically (Muhammad & Chaudhary, 2020).

Moreover, this study is anchored on the Self-Determination Theory (SDT) by Deci and Ryan (1985), which asserts that choosing behaviors that align with one's desires, values, and needs may be easier with the help of open consciousness. However, automatic or controlled thought processes frequently prevent people from thinking about alternatives that align with their needs and ideals. In other words, awareness makes it easier to pay attention to cues from basic wants, increasing the likelihood that one will control conduct to satisfy those needs. In light of this, mindfulness may promote well-being via self-regulated activity and satisfaction of the fundamental psychological requirements for autonomy, including competence and relatedness, whether it takes the shape of one's own or freely chosen activity.

This study is supported by the Social Cognitive Theory by Bandura (1993). It has been a particularly well-liked theoretical justification for the connection between climate achievement and the achievement of the kids and staff. According to the authors, for the school atmosphere to impact students' accomplishments, especially in the academic press, there needs to be a joint effort on the part of the students. This strategy has also described how staff perceptions affect student achievement. For instance, there is a strong correlation between teachers' perceptions of their efficacy and students' academic performance. It was discovered that collective teacher efficacy significantly predicted students' reading and math performance. The researchers discovered that an increase of "more than 40% of the mean in student achievement" was correlated with a "one unit increase in an institution's collective teacher efficacy score."

This study is also supported by the Affective Dependence Theory by Porter *et al.* (1974), whereby dedication combines a positive attitude with a desire to profit financially from being associated with the business. Economic benefits are important, but emotive influence is more important regarding employee retention. "The relative strength of an individual's identification with and involvement in a particular organization," according to Porter *et al.* (1974), is what commitment is. Three elements make up organizational commitment: strong acceptance, participation, and loyalty. It is defined by a deep belief in and acceptance of the organization's principles, standards, and goals, the willingness to put forth significant effort for its welfare and prosperity, and a tenacious desire to serve it with loyalty and commitment.

3. Material and Methods

The study's respondents were the 300 public elementary school teachers in Baganga North and South Districts, Division of Davao Oriental, for 2020-2021. Universal sampling was used to determine the number of research respondents. Out of the 345 total population of public elementary school teachers for North and South Districts, only 300 were retrieved and received by the researcher even after three attempts of reminders and follow-ups to the concerned teachers/respondents.

In addition, the researcher considered the inclusion and exclusion criteria when choosing the study's respondents. Teachers who work in public elementary schools with plantilla numbers listed in the Department of Education made up the respondents. Teachers were willing to participate in the poll and were permitted by their school administrators. Teachers who voluntarily consented to the informed permission were incorporated in the survey; those who openly stated their objection to participation were disqualified. Additionally, the inclusion of student responses took into account the endorsement and recommendation of school heads. Further, despite the prior agreement of school leaders, the researcher took into account teachers who personally chose to withdraw or back away throughout the actual delivery of the survey surveys.

The study was conducted among Baganga North and South District public elementary schools. Figure 2 is the map of the Philippines highlighting the province of Davao Oriental and the location of the municipality of Baganga. Baganga is a first-class municipality in the province of Davao Oriental. It has a total of 18 barangays. Specifically, On Mindanao Island's eastern shore, facing the Pacific Ocean to the east, sits the Baganga Municipality. Additionally, Mati City and the municipality of Baganga are separated by around 100 kilometers. Additionally, Baganga was split into the Baganga North District and Baganga South District school districts.

The researcher thought this was the best location for the study because it has a sizable population of those polled who can guarantee the study's factual findings and because no local studies use the variables of organizational commitment, work environment, and teacher engagement had been conducted. Additionally, in the previously mentioned study areas, the teachers' current circumstances indicated that they were still adjusting after the terrible events caused by the epidemic. This has affected their level of organizational commitment and engagement, which needed to be checked and revisited, especially since almost all classes have returned to the face-to-face learning mode. The outcomes of the pilot study, which involved calculating the Cronbach alpha coefficient to determine the accuracy of the scales, were 0.916 for work environment, 0.884 for teacher engagement, and 0.941 for organizational commitment. The instrument's validity and reliability were demonstrated by the Cronbach Alpha values for all three variables.

A 5-point Likert scale was used to assess work environment, teacher engagement, and organizational commitment. The results were broken down into the following categories: 4.20–5.00, or Very High, meaning that measures are always manifested; 3.40–

4.19, or High, meaning that measures are often manifested; 2.60–3.39, or Moderate, indicating that measures can be manifested; 1.80–2.59, or Low, meaning that measures are seldom manifested; and 1.00–1.79, or Very Low, meaning that measures are hardly ever manifested.

The quantitative, non-experimental research design used the correlational technique. A non-experimental design known as correlational analysis allows researchers to evaluate relationships between two or more variables in a natural situation without manipulation or control. In correlational studies, the researchers look at how the change in a single factor was associated with the change in the other variable to assess the strength of correlations between variables (Creswell, 2014).

Moreover, in this investigation, a mediation model was employed. A mediation model includes a third clarifying variable, called a mediator variable (organizational commitment), to identify and explain the mechanism or process that supports the observed connection between an independent variable (work environment) and a dependent variable (teacher engagement). In a mediational model, the independent variable affects the mediator variable, which affects the dependent variable, rather than assuming a straight causal connection between the independent and dependent variables. As a result, the mediator variable helps shed light on how the independent and dependent variables relate. In other words, mediating relationships exist when a third variable significantly influences how the other two variables are related (MacKinnon, 2008).

The investigation's data was gathered systematically. The researcher requested authorization to survey all the teachers from the superintendent of the schools' division, followed by the district supervisors and concerned school heads. To ensure conformity with some ethical considerations in research, the researcher also obtained a Certificate of conformity from UMERC (UMERC 2020-192) before the data collection.

In terms of statistical instruments and a more thorough interpretation and analysis of the data, the following methods were utilized: the mean assessed the degree of the work environment, teacher engagement, and organizational commitment. This addressed the first, second, and third research goals. The significance of the relationship between and among the work environment, teacher engagement, and organizational commitment was assessed using Pearson *r*. This addressed the fourth research objective. Medgraph using Sobel *z*-test was utilized to assess the importance of organizational commitment's role in mediating the link between the work environment and teacher engagement. This resolved research goal number five.

The study was carried out by the researcher in compliance with all ethical guidelines, which included following the established standards and protocol assessments, particularly in relation to data management and demographics. Throughout the course of this investigation, moral considerations were noted. Regarding the behavior and participation of the target surveyed, the researcher first requested approval from the relevant authorities. After being briefed on their tasks, the respondents were told that their involvement was entirely voluntary. Written permission was obtained from

respondents, who were also guaranteed that the information gathered about them would be kept private, discreet, and available until they chose to discontinue taking part. The researcher took precautions to ensure that there were not any potential risks and considered financial, psychological, and physical planning in addition to mitigation measures. There was not a single instance of fraud, deception, or plagiarism over the entire investigation. There was no indication of any conflict of interest (COI), and dishonesty was prevented. The advisor joins the study as a co-author for publishing reasons.

4. Results and Discussion

Table 1: Level of Work Environment

Indicators	SD	Mean	Descriptive Level
Supervisor support	0.50	4.34	Very High
Peer support	0.44	4.25	Very High
Workload	0.47	4.13	High
Opportunity to perform	0.49	4.29	Very High
Budget	0.46	4.13	High
Technological support	0.57	4.05	High
Physical and aesthetic environment	0.68	3.91	High
Overall	0.36	4.16	High

Because of the very high and high levels of reactions, the work environment is high. This implies that teachers received much support from their school administrators. This is consistent with Silva *et al.* (2015) study, which found that encouraging learning on the job through reinforcement and encouragement is a key component of a pleasant work environment (Park *et al.*, 2018, Chen & Wu, 2020). Additionally, it is more likely that abilities acquired through training would be transferred more effectively while working in a workplace where colleagues are equally supportive. In a similar vein, lowering workload is a crucial aspect to take into account while seeking employee skill development. Additionally, everyone must be allowed to apply their knowledge and talents with technology and resources (Helen, 2015; Silva *et al.*, 2015). Also, a comfortable working environment in a school setting can give teachers security and comfort as they perform their various responsibilities and instructional tasks. It supports educators in carrying out their duties effectively and completely (Kuncoro & Dardiri, 2017).

Table 2: Level of Teacher Engagement

Indicators	SD	Mean	Descriptive Level
Cognitive engagement	0.45	4.46	Very High
Emotional engagement	0.45	4.48	Very High
Social engagement with students	0.44	4.47	Very High
Social engagement with colleagues	0.44	4.53	Very High
Overall	0.35	4.49	Very High

The very high level of teacher engagement is due to the very high rating given by the respondents on cognitive engagement, emotional engagement, and social engagement with students and colleagues. This implies that teachers are intellectually engaged at work with much attention and better teaching performance. This aligns with the assertion of Kirkpatrick (2007), who explained that highly active teachers show interest in, enthusiasm for, and investment in their teaching job (Pimploi *et al.*, 2020). They demonstrate high energy, involvement, and efficacy at work. In addition, various authors (Jones & Thomas, 2016; Meyer & Turner, 2016) have noted that emotionally engaged teachers exhibit good emotional experiences that support the learning and working environment and lay the groundwork for the connections and interactions that are essential for motivation to work and learn. Similarly, Klassen *et al.* (2013) avowed that highly engaged teachers value their relationships with colleagues and pay much attention to work. They are also conscious of students' problems in school.

Table 3: Level of Organizational Commitment

	SD	Mean	Descriptive Level
Organizational Commitment of Teachers	0.38	4.40	Very High

Teachers' very high level of organizational commitment is due to the very high rating given by the respondents on the items on organizational commitment. This implies that teachers are happy to devote the rest of their lives to their school organizations in education. This is in conjunction with the ideas of several authors (Meyer *et al.*, 2012; Saravanan *et al.*, 2012), who announced that highly committed teachers understand such organizational priorities and want to preserve organizational connections. Furthermore, Huang *et al.*, 2021; Meyer, Stanley, Herscovitch, and Topolnytsky (2012) clarified that highly committed teachers are eager to continue in the school institution, are willing to make high efforts, and believe in the school organization's expectations. Similarly, the result further shows the argument of the same and more authors (Guler, 2016; Saravanan & Udhayashankar, 2015) emphasizing that committed teachers regard remaining with the school institution as a cost-effective value as opposed to separating from it. Teachers are, therefore, obliged to continue considering loyalty requirements and receipts of favors needing repayment.

Table 4.1: Significance of the Relationship between
 the Work Environment and Teacher Engagement

Work Environment	Teacher Engagement				Overall
	Cognitive Engagement	Emotional Engagement	Social Engagement with Students	Social Engagement with Colleagues	
Supervisor support	0.156** (0.007)	0.174** (0.003)	0.164** (0.004)	0.165** (0.004)	0.207** (0.000)
Peer support	0.144* (0.012)	0.169** (0.000)	0.149** (0.010)	0.080 (0.166)	0.171** (0.003)
Workload	0.102	0.067	0.070	0.073	0.099

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	(0.077)	(0.247)	(0.230)	(0.205)	(0.089)
Opportunity to perform	0.186** (0.001)	0.136* (0.019)	0.118* (0.042)	0.125* (0.031)	0.178** (0.002)
Budget	0.143* (0.013)	0.059 (0.312)	0.039 (0.505)	0.094 (0.104)	0.105 (0.069)
Technological support	0.124* (0.032)	0.110 (0.058)	0.131* (0.024)	0.128* (0.027)	0.155** (0.007)
Physical and aesthetic environment	0.079 (0.173)	- 0.032 (0.579)	- 0.019 (0.744)	0.020 (0.732)	0.016 (0.786)
Overall	0.188** (0.001)	0.131* (0.024)	0.126* (0.030)	0.137* (0.018)	0.183* (0.001)

The first correlation between the two variables revealed a significant relationship between the work environment and teacher engagement. This implies that the high level of work environment is significantly linked to a high level of teacher engagement. This is aligned with various authors (Akdemir, 2019; Nanto & Ozan, 2020), wherein teachers are performers of the primary goals of education. The behaviors that teachers and school administrators show in the school environment primarily affect themselves and the other stakeholders of the school. Teacher engagement in the school positively forms a business atmosphere in the organization where they feel comfortable. School administrators and teachers are the main determinants of the school's work environment. School administrators should ensure that teacher engagement leads to willing teachers in their work and that they feel it is meaningful. Also, an atmosphere that will reveal the talents and creativity of the employees should be created.

Table 4.2: Significance of the Relationship between the Work Environment and Organizational Commitment

Work Environment	Organizational Commitment of Teachers
	Overall
Supervisor support	0.265** (0.000)
Peer support	0.212** (0.000)
Workload	0.258** (0.000)
Opportunity to perform	0.206** (0.000)
Budget	0.289** (0.000)
Technological support	0.254** (0.000)
Physical and aesthetic environment	0.214** (0.000)
Overall	0.348** (0.000)

The second correlation between the two variables revealed a significant relationship between the work environment and teachers' organizational commitment. This implies that the work environment is significantly linked to teachers' organizational commitment. This is consistent with the claims of some authors (Hanaysha, 2016; Kim *et al.*, 2017; Pitaloka & Paramita, 2014), who claimed that organizational commitment and work environment are two elements that influence work engagement. Others have looked into work engagement due to organizational commitment, while some studies have considered it a prelude to organizational commitment. Additionally, it was discovered that the work environment significantly enhances organizational dedication. Similarly to this, a supportive workplace boosts organizational commitment.

Table 4.3: Significance of the Relationship between the Organizational Commitment and Teacher Engagement

	Teacher Engagement				
	Cognitive Engagement	Emotional Engagement	Social Engagement with Students	Social Engagement with Colleagues	Overall
Organizational Commitment	0.432** (0.000)	0.393** (0.000)	0.478** (0.000)	0.527** (0.000)	0.575** (0.000)

According to the third correlation between the two variables, organizational commitment, and teacher engagement were significantly correlated. This suggests that teachers' extremely high levels of workplace engagement are closely related to their commitments. This is supported by various authors (Chib, 2016; Muhammad & Chaudhary, 2020), who claimed that teacher empowerment is one of the most effective motivator factors to increase teachers' commitment. The empowerment of teachers and intrinsic motivation are related. Because of their self-determination and inherent values, which are rooted in motivating support, teachers' empowerment is a psychological concept. Another psychological condition that has to do with teacher involvement and the desire to be actively involved in the organization is called organizational commitment. They continue to support the school's objective and vision when working in an empowered environment and act in a way that promotes academic success.

Table 5: Regression results of the variables in the criteria of the presence of mediating effect

Effect	Label	Estimate	SE	95% Confidence Interval		Z	p	% Mediation
				Lower	Upper			
Indirect	a × b	0.2521	0.0369	0.1798	0.324	6.83	< .001	77.1
Direct	c	0.0747	0.0529	-0.0289	0.178	1.41	< .001	22.9
Total	c + a × b	0.3268	0.0540	0.2209	0.433	6.05	< .001	100.0

This research aims to add to the body of knowledge regarding the potential mediating factor for the association between work environment and teacher engagement. To be more precise, an organizational commitment was looked into as a potential mediating factor that could explain how the work environment affected teacher engagement. The

study demonstrated that full mediation and significant and relevant direct impacts could aid in improving current studies on the work atmosphere and teacher engagement. Notably, the current study on the connection between work environment and teacher engagement has found relevance to Ljubetic's (2022) study, which noted that teachers who perceive a supportive and fulfilling work environment are more likely to be more involved in their activities, which in turn results in more teaching actions with students and higher motivation among pupils. Concerning the work environment and teacher engagement, the current study has demonstrated that organizational commitment is a beneficial and substantial full mediator.

The connection between organizational commitment and work environment, as well as the path between organizational commitment and teacher engagement, were both considered in the mediation analysis. The results supported one study's author, Kim *et al.* (2017), who showed the factors that affect work engagement, including organizational commitment and work environment. The findings demonstrated the importance of the relationship between the workplace and teacher engagement. Divergent viewpoints on the connection between organizational commitment and work engagement were made clear. Others have looked into work engagement due to organizational commitment, while some studies have considered it a prelude to organizational commitment. As a result, the workplace communicates a strong organizational commitment and teacher engagement.

5. Recommendations

The researcher's suggestions were influenced by the study's conclusions. The study revealed the domains of teachers' work environment; the physical and aesthetic environment got the lowest mean; thus, the researcher recommends that school administrators and teachers invest in improving school facilities as a place for relevant instruction and skills development for both teachers and students. Sufficient funding, by way of including capital outlay in the annual budget proposal, may be prioritized for improving facilities and learning resources to minimize teachers' burden and stress when teaching, thereby increasing the ability to try new skills at work. Hence, schools may invest in physical environments that are healthy, clean, and relaxed, which creates a positive school environment in which learners can learn. In addition, visible signage may be installed at conspicuous places for students to recognize the importance of the school's vision, mission, and goals, as well as reminders to maintain proper decorum while inside the school. This may allow the students to feel ownership of being part of the school in all aspects of their student's life.

Moreover, regarding teacher engagement, the results showed that teachers got the lowest mean score in cognitive engagement. The researcher highly recommends that schools organize enhancement training and seminars for teachers to improve their cognitive skills at work. Relevant in-service activities may be organized, which will help teachers improve focus and attention, especially in curriculum development and

instruction. The school heads may initiate peer-support programs for teachers to develop cognitive skills, especially when interpreting school and learner progress data. This program may include assisting teachers in developing the skills to establish important connections between old and new information so they can work more effectively as educator. In addition, the conduct of re-tooling and seminars and training may improve the teachers' critical thinking, communication skills, decision-making, and other interventions, which may lead to the development of the cognitive areas of the teachers.

The results also revealed that instructors had a very high organizational commitment level; hence, it is pertinent and urgent for school administrators and teachers to sustain this by continuously taking into account teachers' emotional attachment to the goals and values of the school. Relevant activities may be organized to help improve the connections between and among teachers and their moral obligations to be committed to their functions as educators. Further, promotion, recognition, rewards, and salary standardization may be strengthened so that teachers can see the cost-effective value of staying with the school organization. Activities like spiritual retreats and recollections or the conduct of annual R and R activities to wind up the year's activities and other activities may motivate the teachers to stay and serve to the best of their abilities while in the schools.

In addition, the study's results showed that higher organizational commitment mediates the work environment for an amplified teacher engagement in their job. Work environment influences teacher engagement, and at the same time, teacher engagement is an outcome of organizational commitment; hence, it is recommended the schools augment the positive work environment in terms of supervisor support, an opportunity to perform, peer support, workload, high for budget, technological support, and physical and aesthetic environment since these are contributing factors of teacher engagement. Similarly, various exercises should be carried out to keep teachers motivated to establish cognitive, emotional, and social engagement with students and colleagues. The findings of this current research work may be extended and validated further by future studies conducted by scholars.

6. Conclusion

In this section, conclusions are made while considering the study's findings. In addition to a high degree of work environment, there is a very high level of organizational commitment and teacher engagement. Workplace conditions and organizational commitment are significantly correlated. Additionally, there is a strong link between organizational commitment and teacher engagement and between work environment and teacher engagement. The study's findings unequivocally support the idea that organizational commitment mediates the link between the work environment and teacher engagement. The results were interpreted as an overall embrace of the hypothesis. The anchor theory backs the results, the Self-Determination Theory (SDT) by Deci and Ryan (1985), which posits that a state of consciousness may be particularly

helpful in facilitating the choice of behaviors consistent with one's needs, values, and interests. The impact of organizational commitment on the connection between the work environment and teacher engagement is also fully mediated.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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