

Educational Capacity Building in Developing Culture of Commitment and Work Behavior in Public Elementary Schools

Michelle G. Real¹ & Daisy L. Aranguren²

official email address: michelle.real@deped.gov.ph.

¹ Kindergarten Teacher II, Montecillo Elementary School, Montecillo Sariaya, Quezon

² Associate Professor V, Laguna State Polytechnic University- San Pablo City Campus, Philippines

Abstract

This paper focused on the educational capacity building in developing a culture of commitment and work behavior in public elementary schools in the Sariaya West District. A descriptive-correlational research design was used in investigating the educational capacity building of teachers as predictors of developing commitment and work behavior as perceived by the 198 randomly selected public elementary school teachers from the Sariaya West District in Sariaya, Quezon. In addition, the relationship between these variables was also described. The result of the study shows that: the public elementary teachers practiced well the educational capacity building as to human resource management, function and self-organization, delivery of development outcomes and participation and partnership. Further, it implies that teachers remain competent, effective, and innovative; motivated and organized in their work; flexible enough to meet the needs and demands for the betterment of the school; demonstrate a strong sense of eagerness and enthusiasm in their work; adhere to the school's goal; overcome tension, fear, and pressure; collaborative; have a positive work ethic; have a positive and affective connection to their profession which developed culture of commitment and work behavior to public elementary school. This concludes that there is a significant positive relationship between educational capacity building as to the culture of commitment and work behavior.

Keywords: Educational Capacity Building, Culture of Commitment, Work Behavior

1.Introduction

Education plays a key role in providing individuals and societies with the skills, knowledge and values they need for everyday life. Teachers play an important role in the educational process. Capacity building of educators is essential to promote sustainable development and meet the needs of today's generation. Individuals are shaped by schools that promote their holistic development. Our society is undergoing a transformation that requires the development of teacher qualifications. Empowering teachers helps develop skills, fulfill key responsibilities, and achieve goals.

In addition, capacity building is the process of strengthening school management and leadership so that school leaders and teachers can take responsibility, effectively achieve their goals and fulfill their mission. Teachers should also provide learning opportunities for learners to meet world-class standards in specific content areas and enable them to successfully assume adult responsibilities for citizenship and work.

Furthermore, capacity building is defined as the improvement of faculty knowledge, attitudes, and skills to achieve short- and long-term organizational and personal goals (Groot & van der Molen, 2018; Millar and Doherty, 2016). As a result, capacity building addresses teacher shortages and encourages the development of necessary skills and attitudes to enable them to complete relevant tasks efficiently (Yamoah & Maiyo, 2013).

As modern times approach, school leaders and teachers are steadfast in their commitment to competitiveness and the pursuit of excellence. School leaders provide teachers with an equal opportunity to acquire the knowledge and skills that will help the organization achieve its goals. School leaders and teachers are grappling with the educational changes needed to meet the environmental and social challenges of the 21st century.

Teachers should therefore be encouraged by school leaders to be more competitive and dedicated to their work. Teacher involvement is an important factor in effective teaching. Teachers who focus on student learning and achievement can make a difference. Our dedicated teachers are always learning new methods, techniques and strategies. A positive attitude toward work promotes positive effects on work, such as job satisfaction and reduced motivation for teachers to quit. Furthermore, according to Elnaga and Imran (2013), school leaders play a key role in developing teacher skills and creating an effective work environment. School leaders are interested in developing a

variety of training programs to improve teachers' understanding, knowledge, and skills to meet organizational goals. These activities not only improve teacher performance, but also contribute to a more complete management situation.

However, as the world and information change more rapidly, most people need to improve their efficiency and skills rather than just commit to a single profession based on their education. On-the-job training is needed and necessary to rank up in the field, improve efficiency, and keep staff updated in both the public and private sectors. Teachers must constantly innovate due to rapidly changing knowledge and alternative learning and teaching methods. (Tümkeya & Asar, 2017).

According to Oladejo (2016), talent development in an organization leads to: less waste, improved performance; improved work performance; improved employee skills, knowledge and attitudes. Improved enforcement of new policies and regulations; improving organizational survival and growth.

In addition, Ogunlade et. al. (2015), found that because teachers are role models for children and leaders in the instructional process in schools, teachers should be kept up to date with advances in information technology and the latest information. For this reason, on-the-job training is required trends in the educational process. They need to keep up with changes in their field through ongoing training and seminars, and are often recruited to the school as dedicated staff as a result of the large investment the school has made in their profession. You must develop helpful, cooperative and synergistic qualities.

2. Literature Review

2.1 Educational Capacity Building

Building educational capacity is simply the process of improving an organization's administration and governance so that it can successfully accomplish its objectives and carry out its mission (Beesley & Shebby, 2018; Connolly & York, 2020).

Furthermore, schools must have the following in order to fulfill educational capacity building: (a) enough employees with the required knowledge and skills; (b) acceptable and adequate technical and management systems; (c) appropriate physical infrastructure; and (d) ample financial and other resources. Therefore, improving educational capacity may involve modernizing systems, updating physical infrastructure, hiring new personnel, and increasing the effectiveness with which existing resources are used (Wing, 2018).

Moreover, According to Harsh (2018), "aligning beliefs and new or refined practices with desired growth targets" inside an organization is the goal of educational capacity building. For a school to effectively increase capacity, change must be intentional and well-planned. Pitcher et. al. (2020), noted that it aids schools in creating a focused work environment and in offering the strong professional learning necessary to organize for positive change.

2.2 Human Resource Management

Human resource management (HRM) is the process of hiring people, training them, compensating them, developing policies for them, and devising retention strategies. Over the past 20 years, HRM has undergone significant change, increasing its significance in today's organizations. HRM used to be more of an administrative role than a strategic role essential to the success of the organization. It involved processing payroll, sending birthday gifts to employees, planning company outings, and making sure forms were correctly filled out (Frasch et.al.,2019).

"Human Resource management," sometimes known as HRM, is the acronym for human resource management (HR). One of the resources needed by schools is people. It can be inferred that policymakers continue to overlook the interests of human resources because there are still many management policies that do not acknowledge the significance of the function of human resources. The management of human resources is essential to the overall educational process. As a result, to satisfy the requirements of people, companies, or institutions, human resource management operations must be carried out optimally. Furthermore, it is anticipated that effective human resource management practices will help Indonesians overcome their competitiveness issues and shortcomings (Trisnawati, 2019).

Moreover, Discussions regarding how people can best achieve goals are more narrowly focused in HRM. To help the institution, teachers, and community reach their objectives, this rule tackles the challenges of planning, organizing, directing, regulating, procuring, developing, rewarding, integrating, maintaining, punishing, and dismissing personnel (Wisdom, 2019).

2.3 Function and Self-organization

Self-organization is the unpredicted development of global structure from local interactions. An internal or external agent is not in control of the process, which is referred to as being "spontaneous"; in a sufficiently big system, any individual agent can be removed or replaced without having any impact on the final structure. The procedure is really distributed and parallel among all agents. Because of this, the resulting organization is inherently strong and resistant to harm and disturbance (Gura et.al.,2020).

Originally used to describe natural anti-entropic processes, the word "self-organization" has since been used to describe organizations and businesses, fractal structures, social processes, and society. Understanding the difference between "self-organization" and "organization" is crucial for understanding what self-organization really is. This issue was clearly understood by Yu, Ivanova and Prikhodko (2018). They discovered that, in contrast to organization, which is an artificial change in state, self-organization is a natural change in an object's state. The prefix "self" also shows the phenomenon's immanent sources and the inherent capacity to form a certain order. Self-organization is represented by active ordering.

2.4 Delivery of Development Outcomes

Additionally, Mahajan and Singh (2017) found that delivering development outcomes is a sign of successful academic performance. Results offer a precise picture of what can be achieved by engaging in a certain activity. The teaching context, learning activities, and assessment plan must be correctly created based on the defined outcomes in order to successfully conduct and finish the academic performance.

Establishing definite connections between past, present, and future activities and development results through effective planning, monitoring, and assessment enhances the contributions of school administrators and teachers. Monitoring and evaluation can help an organization glean pertinent data from completed and continuing projects to serve as the cornerstone for programmatic re-calibration, re-direction, and long-term planning (UNDP, 2019).

Numerous authors have looked into ways to improve the effectiveness of the strategy development process and the effectiveness of the strategy implementation phase. Radomska (2018) argues that to ensure a strategy's successful execution, factors including internal processes, systems, people, and the environment should be taken into account when formulating it.

Furthermore, according to Adam (2018), he concluded that an academic course's or program's outcomes serve as benchmarks for success. The outcomes give a precise picture of what can be achieved by taking part in a particular program. Prior to the start of the course, the outcomes should be documented and recorded to determine whether the course is correctly planned and executed, regardless of whether it is a short course or a degree program. To successfully execute and complete the course/program, the teaching setting, learning activities, and assessment scheme must be properly developed based on the identified results.

While careful and well-planned strategy implementation is a success factor for organizations, many of them fail (Blahová & Knápková, 2019). In order to achieve better results during the strategy implementation phase, many ways promote involving employees in strategy creation and providing financial incentives for units and employees.

2.5 Participation and Partnership

According to the study of Amdam (2020), Planning for participation and collaboration is necessary to ensure that it satisfies the objectives of various processes and initiatives. To ensure widespread participation and partnership in the creation of visions and strategies, all residents must be invited. Nevertheless, some residents are more significant than others – they have "veto power," for instance – whether we like it or not. To attend large gatherings and team projects where their involvement is essential, such persons must be personally motivated. The management of groups by skilled process leaders is required if they are to prevent interpersonal disputes. Relationship-building with enterprises, organizations, and development organizations, among other things, is facilitated via ad hoc gatherings with selected participation.

Organizations must possess the ability to change course and adapt to new situations. Networking is essential to the operation of companies, and it is possible to claim that networking and the services it offers constitute a manifestation of organizations (Koschman, 2020).

In many fields like economics, operations research, organizational theory, and biology, the definition of coordination might vary. As a result, based on the application area, many definitions are offered. Malone and Crowston (2018) provide a comprehensive list of various definitions of coordination, including the emergent behavior of groups of people whose actions are based on complex decision-making processes, the collaborative efforts of independent communicating actors towards mutually defined goals, the composition of purposeful actions into larger purposeful wholes, the integrating and harmoniously adjusting of individual work efforts toward the accomplishment of a larger goal, and connecting.

Furthermore, the definitions of coordination are "individuals' efforts toward achieving common and explicitly recognized goals" and "the integration or linking together different parts of the organization to accomplish a collective set of tasks" (Blau and Scott, 2020; Hage et al., 2019; Van de Ven et al., 2020).

In addition, Collaboration reflects the sense of community that exists at the institution. People believe that schools can offer one of the best options for reestablishing a sense of community because they have experienced a sense of community crises across a large portion of the developed world (Hargreaves, 2021).

2.6 Culture of Commitment

According to Porter et.al. (2018), commitment is the level of a person's identification with and involvement in a particular school, the bond between teachers and school administrators that keeps them from quitting, and the motivation that drives teachers to stay at the school and put in more effort to further educational objectives. According to Luthans (2020), dedication is what drives teachers to stay at the school and put up greater effort to further educational objectives.

On the other hand, Eren (2017) described it as "feelings and attitudes that commit teachers to the school and contribute to their own values and the realization of their individual goals while faithfully and selflessly serving the school."

Porter and others (2018) offer what is perhaps the most widely accepted definition of commitment: "a strong belief in and acceptance of the school's goals and values, a strong desire to remain in the institution, and a willingness to exert considerable effort on behalf of the institution."

To accomplish the goals and objectives of an institution, additional commitments like affective, normative, and ongoing are needed (Kassaw & Golga, 2018). Most private colleges and universities in the Philippines have trouble keeping their staff members loyal. In private institutions, there is strong evidence that faculty members are moving to public schools, claims Batugal (2019). At some private colleges and universities, academics are also undoubtedly affected by poor working conditions, low pay, and benefits as well as low prestige. Employee disengagement and retention can be impacted by adverse physiological effects that happen when workers feel out of sync with their environment and themselves (Southcombe et.al.,2018).

2.7 Work Behavior

Chirumbolo (2017) defines work behaviors as combinations of acts and interactions that employees of a particular organization engage in while at work and that have an impact on the organization's performance both directly and indirectly. The organization and/or its people may benefit from these workplace habits, which are frequently referred to as productive or cooperative behaviors. Contrarily, deviant or counterproductive work habits can have a detrimental effect on the organization and/or its members.

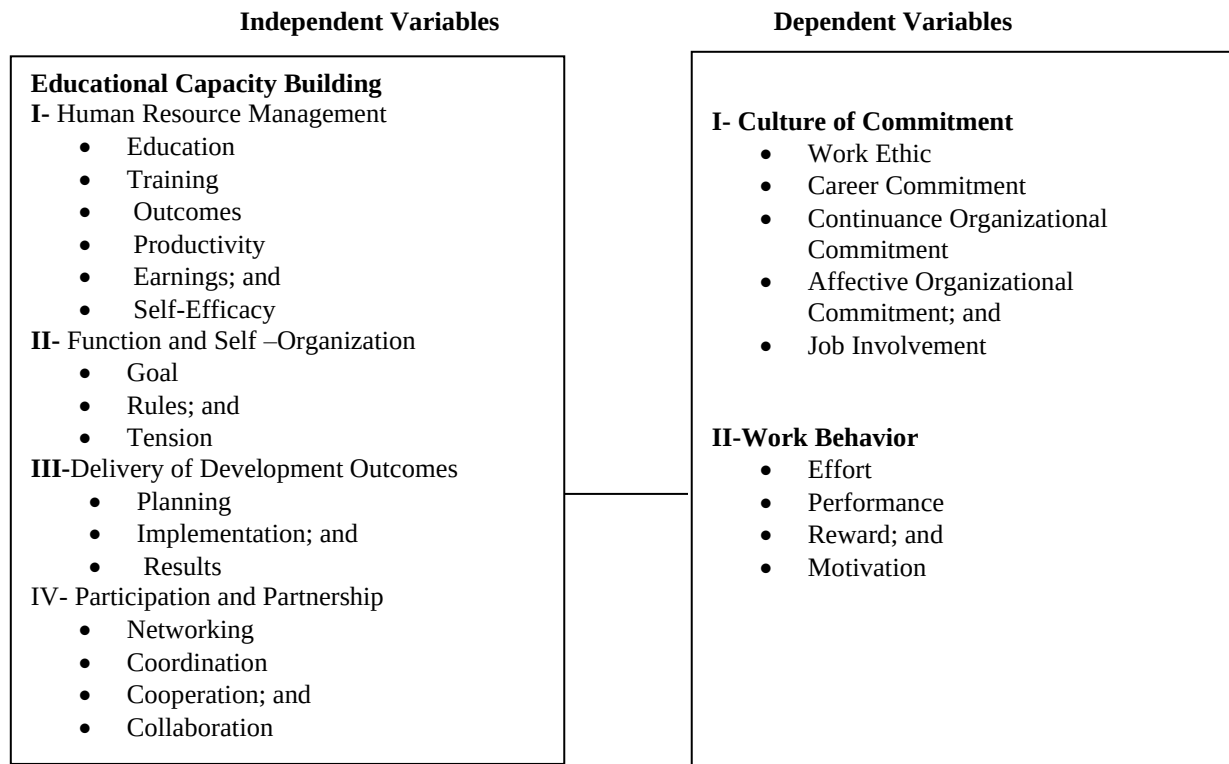
Numerous contextual and environmental factors can be used to explain organizational work behaviors, but dispositional factors also have a significant impact. In order to characterize, clarify, and forecast how people behave at work, personality traits have in fact garnered a lot of attention (Barrick and Ryan 2021).

Teachers' attitudes about various parts of the workplace are referred to as their work behaviors (Aries & Rizqi, 2021). The term "attitude" is widely used to refer to ideas like preferences, feelings, emotions, beliefs, expectations, judgments, evaluations, values, principles, opinions, and intentions, according to Bagozzi (Onzima, 2019).

When it comes to a person, group, situation, object, or event, different aspects of work are correlated with it (Cristina, 2019). Examples include voluntary reporting to the organizational goal, professional achievement, and the ability to develop, direct, regulate, and maintain effort in order to overcome challenges and achieve a goal. In addition, a variety of elements, such as personality, personal surroundings, fit, job qualities, and the psychological contract, can affect an employee's attitude toward their work. Given the concept of attitude, it follows that an employee's behavior in the workplace—whether they are content with it or not—is influenced by the results of a quick assessment of the environment.

Conceptual Framework

The study's concept is presented below in a schematic paradigm using the Independent Variables and Dependent Variables Model. The researcher will use this paradigm to investigate the educational capacity building of teachers as predictors of developing commitment and work behavior. The independent variable seeks to determine the teachers' perception of educational capacity building in terms of human resource management, function and self-organization, delivery of development outcomes, and participation and partnership in different schools in the West District of Sariaya. The teachers' perception of the culture of commitment and work behavior are the dependent variables of the study.

**Figure 1. The Research Paradigm****3. Hypotheses**

The following hypotheses were posited in the study:

H1. Educational capacity building is not significantly related to the culture of commitment.

H2. Educational capacity building is not significantly related to the work behavior.

4. Methodology

The descriptive-correlational method was used in the study. The descriptive method relates to the research question, design, and data analysis used on a particular issue. This method was used to determine the relationship between educational capacity building in developing culture of commitment and work behavior among public elementary schools. The respondents of this study are the Teachers I – III, Head Teachers I-III and Master Teachers I – III of the Sariaya West District, which was composed of 198 participants who were randomly chosen using stratified sampling technique. The Slovin formula was used to identify the number of samples needed. The study utilized an adapted and modified questionnaire with some concepts lifted from Evaluation Capacity in Organization Questionnaire from University of Ottawa. The researcher wrote a letter to five expert teachers and principals who examined the face and content validity of the instrument. She made some changes in response to the external and internal validators' comments and suggestions. After validating the instrument, the researcher conducted pilot testing on thirty teachers from outside her district to determine the instrument's Cronbach's alpha and reliability. Her statistician computed the pilot testing results and discovered that all of the statements in the instrument were excellent. Then, a letter was sent to the Superintendent of Schools, requesting permission to conduct the study. She presented a letter to the public school district supervisor of Sariaya West District and the school principals where she conducted the study after receiving approval. The questionnaires were created in Google Forms and distributed to each school principal via the link. With the assistance of her statistician, the data gathered was tabulated for statistical treatment. The information gathered was kept private and only used for the purpose of the study. Several statistical tools were used to present, analyze, and interpret the data gathered.

The mean and standard deviation were employed to describe the respondents' responses to the descriptive questions relating to the perception of educational capacity building. The same statistical procedures will be utilized in determining the respondents' perception in developing a culture of commitment and work behavior among public school teachers.

For the inferential part, Pearson Product-Moment Correlation (Pearson r) was used to determine the relationship between educational capacity building in developing culture of commitment and work behavior among public school teachers. Significant relationship was tested at 5 % level of significance.

5. Result

5.1 Testing of Hypotheses

Table 1. Correlation between Educational Capacity Building and Culture of Commitment

EDUCATIONAL CAPACITY BUILDING	CULTURE OF COMMITMENT				
	Work Ethic	Career Commitment	Continuance Organizational Commitment	Affective Organizational Commitment	Job Involvement
HUMAN RESOURCE MANAGEMENT					
Education	.723**	.755**	.763**	.639**	.692**
Training	.690**	.720**	.783**	.655**	.727**
Outcomes	.791**	.781**	.790**	.679**	.772**
Productivity	.781**	.792**	.790**	.688**	.746**
Earnings	.617**	.621**	.604**	.612**	.637**
Self-Efficacy	.784**	.801**	.825**	.747**	.829**
FUNCTION AND SELF- ORGANIZATION					
Goal	.786**	.777**	.813**	.705**	.796**
Rules	.750**	.797**	.819**	.718**	.787**
Tension	.761**	.755**	.748**	.645**	.706**
DELIVERY OF DEVELOPMENT OUTCOMES					
Planning	.784**	.791**	.780**	.681**	.751**
Implementation	.737**	.744**	.728**	.696**	.783**
Results	.785**	.798**	.804**	.739**	.794**
PARTICIPATION AND PARTNERSHIP					
Networking	.789**	.808**	.826**	.699**	.788**
Coordination	.832**	.816**	.827**	.663**	.758**
Cooperation	.838**	.819**	.796**	.708**	.783**
Collaboration	.778**	.806**	.775**	.703**	.743**

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of r -values: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 36 shows the correlation analysis between Educational Capacity Building and Culture of commitment. It can be clearly seen in the figure that all indicators under the educational capacity building are showing significant and positive relationships as per observing the correlation coefficient of each variable.

Under Human Resource management, garnering a .829 r -value, being the highest correlation obtained, the analysis shows that the relationship with Self-Efficacy and Job involvement have very strong positive correlation to each other. It also reveals that Earnings and Affective Organizational Commitment has the lowest correlation but still strong positive relationship which gained an r -value of .604.

For the Function and Self Organization, Rules have the highest correlation obtained with Continuance Organizational Commitment, with an r-value of .819. It shows that the relationship of these two variables have a very strong positive correlation to one another. Meanwhile, it is visible that Tension and Affective Organizational Commitment got the lowest correlation, implying a strong positive correlation with an r-value of .645.

Further, among the three variables under Delivery of Development Outcomes, the Results and Continuance Organizational Commitment have the highest correlation garnered a 0.804 r-value. This shows that these two variables have very strong positive correlation to each other. On the other hand, Planning and Affective Organizational Commitment have the lowest correlation but still strong positive relationship which gained an r-value of .681.

Lastly, in the category of Participation and Partnership, it reveals that Cooperation and Work Ethic has the highest correlation among the four variables. It gained an r-value of .838 indicating a very strong positive relationship. However, with an r-value of .663 it shows that the Coordination and Affective Organizational Commitment have the lowest correlation yet positive strong relationship to one another.

Table 2. Correlation between Educational Capacity Building and Work Behavior

EDUCATIONAL CAPACITY BUILDING	WORK BEHAVIOR			
	Effort	Performance	Reward	Motivation
HUMAN RESOURCE MANGEMENT				
Education	.733**	.732**	.593**	.701**
Training	.748**	.730**	.627**	.699**
Outcomes	.752**	.771**	.619**	.768**
Productivity	.750**	.731**	.599**	.749**
Earnings	.631**	.611**	.551**	.661**
Self-Efficacy	.814**	.808**	.641**	.802**
FUNCTION AND SELF-ORGANIZATION				
Goal	.787**	.801**	.632**	.784**
Rules	.774**	.800**	.630**	.817**
Tension	.715**	.685**	.597**	.693**
DELIVERY OF DEVELOPMENT OUTCOMES				
Planning	.760**	.744**	.599**	.755**
Implementation	.787**	.768**	.570**	.757**
Results	.737**	.761**	.701**	.777**
PARTICIPATION AND PARTNERSHIP				
Networking	.769**	.761**	.635**	.790**
Coordination	.752**	.778**	.654**	.778**
Cooperation	.777**	.768**	.616**	.752**
Collaboration	.723**	.720**	.581**	.715**

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of r-values: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

The table above shows the correlation analysis between Educational Capacity Building and Work Behavior. The same in the first table, it is highly visible that all indicators of educational capacity building are showing significant and positive relationships as per observing the correlation coefficient of each variable.

For the Human Resource management, Self-Efficacy has the highest correlation obtained with Effort, with an r-value of .814. It shows that the relationship between these two variables have a very strong positive correlation to each other. Meanwhile, it is visible that Earnings and Reward has the lowest correlation, implying a moderate positive correlation with an r-value of .551.

Under the Function and Self-Organization, garnering a .817 r-value, being the highest correlation obtained, the analysis shows that the relationship with Rules and Motivation have very strong positive correlation to each other. It also reveals that Tension and Reward has the lowest correlation and a moderate positive relationship which gained an r-value of .597.

For the Function and Self Organization, Rules have the highest correlation obtained with Motivation with an r-value of .817. It shows that the relationship of these two variables have a very strong positive correlation to one another. Meanwhile, it is visible that Tension and Reward got the lowest correlation, implying a moderate positive correlation with an r-value of .597.

Furthermore, among the three variables under Delivery of Development Outcomes, the Implementation and Effort have the highest correlation garnered a 0.787 r-value. This shows that these two variables have strong positive correlation to each other. On the other hand, Implementation and Reward have the lowest correlation and showing a moderate positive relationship which gained an r-value of .570.

Finally, in the category of Participation and Partnership, it reveals that Networking and Motivation has the highest correlation among the four variables. It gained an r-value of .790 indicating a strong positive relationship. However, with an r-value of .581 it shows that the Collaboration and Reward have the lowest correlation yet moderate positive relationship to one another.

This simply indicates that there is a significant correlation between educational capacity and work behavior. This supports the findings of Rahmawati and Permana (2020) study, which revealed that a teacher's capacity building and innovative work behavior have a significant impact on their teaching effectiveness. Teachers can improve their capacity building by engaging in self-improvement, collaborating with fellow teachers in their school, and receiving support from the school principal.

6. Discussion

The study reveals the following findings:

- 1.The respondents perceived educational building as to Human Resource Management to be "frequently practiced" particularly in terms of training and self-efficacy which were seen as "highly practiced" while education, outcomes, productivity, and earnings were also interpreted as "frequently practiced".
- 2.The educational capacity building as to function and self-organization are perceived by the respondents as "frequently practiced" while in terms of goal and tension as "frequently practiced" and rules as highly practiced".
- 3.The respondents of the study described the educational capacity building on delivery of development outcomes as "frequently practiced" specifically the planning and results as "frequently practiced" while only the implementation got interpreted as "highly practiced".
- 4.Respondents defined the educational capacity building in terms of participation and partnership as "frequently practiced," and all the indicators under this category, namely networking, coordination, cooperation, and collaboration, were also interpreted as "frequently practiced."
- 5.The respondents perceived public elementary teachers on their culture of commitment as "frequently practiced" specifically work ethic, career commitment, and continuance organizational commitment as "frequently practiced" while for the affective organizational commitment and job involvement as "highly practiced".
- 6.From the results of the study, it was revealed that the respondent's perception of their work behavior as "frequently practiced" specifically their effort, performance, and motivation were deemed as "highly practiced" while only the reward was perceived as "frequently practiced".
- 7.Based on the results, it was revealed that all the independent variables under the educational capacity building have a significant relationship with the dependent variables of both culture of commitment and work behavior, also it can be seen that most of the variables have a strong or a very strong positive relationship to one another.

7. Conclusion

The hypothesis stating that there is no significant relationship between educational capacity building as to the culture of commitment and work behavior is not sustained, indicating that all chosen independent variables are highly correlated to the chosen dependent variables.

8. Recommendation

Based on the above findings and conclusion, the following recommendations are suggested:

1. Educational institutions and policymakers should involve conducting salary reviews, providing opportunities for professional growth and advancement, offering performance-based incentives, or implementing policies that ensure fair and competitive compensation for teachers.
2. Rewards system should be implemented and regularized for teachers in light of the results from this study.
3. It is recommended to conduct a similar study at a different or larger school with a bigger number of respondents to generate more concise results using different sets of variables, but not limited to public school's elementary teachers.
4. Future researchers may use Educational Capacity Building factors to investigate its relationship not only to work commitment and work behavior but more so in the instructional performance of teachers.

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