

THE MEDIATING EFFECT OF ORGANIZATIONAL COMMITMENT IN THE RELATIONSHIP BETWEEN WORK VALUES AND QUALITY OF WORK AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS

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Abstract

This study examines how organizational commitment mediates the link between teachers' work values and their quality of work in public elementary schools in the Sariaya West District. Drawing on Social Exchange, Self-Determination, and Organizational Support theories, it uses quantitative methods to analyze survey data from teachers. Results show that personal values (e.g., integrity, empathy, perseverance, lifelong learning) and professional values (e.g., teaching excellence, accountability, collaboration, community involvement) strongly shape affective, continuance, and normative commitment. In turn, this commitment enhances job performance, satisfaction, task efficiency, initiative, and career growth. The findings highlight that organizational commitment transforms values into tangible professional outcomes, underscoring the importance of supportive leadership, adequate resources, and a positive school climate in sustaining teacher engagement and institutional resilience.

Keywords: Organizational Commitment, Work Values, Quality of Work

1. Introduction

Schools play a vital role in fostering holistic development, and teacher commitment is central to delivering quality education. Organizational commitment—defined by Meyer and Allen (1991) as affective, continuance, and normative—captures teachers' loyalty, connection, and responsibility to their institutions. When teachers feel valued and supported, their commitment strengthens, leading to collaboration, stability, and consistent instructional practices (Feather & Rauter, 2004). Conversely, challenges such as low pay, inadequate resources, and heavy workloads can weaken motivation and cause burnout (Tamayo, 2022). In the Philippine context, cultural values like *pakikipagkapwa*, *hiya*, and *bayanihan* positively influence organizational commitment, linking personal aspirations to institutional goals (Cena et al., 2022). Job security and tenure also sustain long-term commitment (Cohen, 1993). Committed teachers not only provide effective instruction but also mentor colleagues, initiate programs, and build strong school culture. This study aims to strengthen the link between teachers' personal work ethics and professional performance by offering strategies to enhance engagement, improve student achievement, and promote institutional resilience in public elementary schools. In the end, this study's outcomes will not only contribute to the existing body of knowledge in the field of education but also have practical implications for teacher training programs, professional development initiatives, and policy-making efforts aimed at improving educational quality

1.1 Statement of the Problem

The study's primary objective was to investigate organizational commitment as a mediator in the relationship between work values and the quality of work of public elementary school teachers in Sariaya West District. Specifically, it was designed to answer the following problems:

1. What is the perceived level of work values among public elementary school teachers as to:
 - 1.1 Personal Values; and**
 - 1.1.1 integrity and honesty;
 - 1.1.2 empathy and compassion;
 - 1.1.3 patience and perseverance;
 - 1.1.4 commitment to lifelong learning;
 - 1.1.5 adaptability and resilience;
 - 1.2 Professional Values**
 - 1.2.1 dedication to teaching excellence;
 - 1.2.2 professionalism and accountability;
 - 1.2.3 collaboration and teamwork;
 - 1.2.4 commitment and student access;
 - 1.2.5 community Involvement and social responsibility?
2. What is the level of organizational commitment among public elementary school teachers as to:
 - 2.1 affective;
 - 2.2 continuance; and
 - 2.3 normative?
3. What is the perceived quality level of work that public elementary school teachers have?
 - 3.1 Job Performance, and**
 - 3.1.1 task efficiency
 - 3.1.2 quality of work
 - 3.1.3 Workplace Initiative
 - 3.2 Job Satisfaction**
 - 3.2.1 Work Environment
 - 3.2.2 Compensation and Benefits
 - 3.2.3 Career Growth Opportunities?
4. Is the quality of work significantly related to the teacher?
 - 4.1 Personal Values;
 - 4.2 Professional Values?
5. Is organizational commitment significantly mediate the relationship between teachers' work values and quality of work among public elementary school teachers?

1. Methodology

This study employed a cross-sectional correlation design to examine the mediating role of organizational commitment in the relationship between work values and quality of work among public elementary school teachers in the Sariaya West District. A total of 210 teachers were randomly selected from a population of 403 to ensure representativeness and minimize bias. Data were gathered using a researcher-made questionnaire consisting of four parts: demographic profile, work values (personal and professional), organizational commitment (affective, continuance, normative), and quality of work (task efficiency, workplace initiative, job satisfaction, career growth), with 95 items rated on a four-point scale. The instrument was validated through expert review, literature evaluation, and iterative refinement. Following approval from the superintendent, district supervisor, and school heads, the survey was disseminated via Google Forms, with responses monitored and collected for analysis. Ethical considerations were observed by securing informed consent, ensuring confidentiality, and adhering to research protocols. Data were statistically treated with the assistance of LSPU San Pablo's Statistic Center, using mean to consolidate assessments, standard deviation to measure variability, Pearson

Product Moment Correlation to determine relationships, and mediation analysis (Hayse, 2018) to test whether organizational commitment explains how work values influence teachers' quality of work. This methodological framework ensured reliability, validity, and ethical rigor in addressing the study's objectives.

2. Results and Discussion

Table 7

Summary of the Perceived Level of Work Values as to Personal Values

<i>Personal Values</i>	Mean	SD	VI
Integrity and Honesty	3.86	0.27	<i>Consistently and Fully Practiced</i>
Empathy and Compassion	3.87	0.28	<i>Consistently and Fully Practiced</i>
Patience and Perseverance	3.76	0.36	<i>Consistently and Fully Practiced</i>
Commitment to Lifelong Learning	3.77	0.34	<i>Consistently and Fully Practiced</i>
Adaptability and Resilience	3.76	0.37	<i>Consistently and Fully Practiced</i>
Overall	3.80	0.32	<i>Consistently and Fully Practiced</i>

Legend: 1.0-1.49 (Rarely or Not Practiced); 1.50-2.49 (Generally Practiced); 2.50-3.49 (Occasionally Practiced); 3.50-4.0 (Consistently and fully practiced);

The research data reveals that the perceived level of teachers' work value systems as categorized according to personal values is consistently and fully realized by respondents from each of the four study areas. The results indicate that public elementary school teachers attach a consistently and fully practiced importance to all of the identified personal values. Integrity and honesty ($M = 3.76$), Empathy and Compassion ($M = 3.86$), Patience and Perseverance ($M = 3.87$), a Commitment to Lifelong Learning, and Adaptability and Resilience ($M = 3.80$) all achieved a mean score ranging between 3.76-3.87. The data also demonstrate an overall mean of 3.80. The finding suggests that the responses of respondents are in agreement and illustrate that their perceptions are consistent across all four areas.

These results suggested that public elementary school teachers not only recognized these values but actively embodied them in their professional practice. Their focus on integrity and honesty demonstrates their position as moral role models for students, while their empathy and compassion highlight their dedication to supporting learners in various situations. In handling the challenges of the classroom, it is vital to be patient and persistent. Their commitment to lifelong learning demonstrates an openness to adjust in changing educational requirements. Adaptability and resilience underscore their ability to flourish in the face of systemic challenges and changing environments.

Tagaloguin's study in the Philippines supports this conclusion by demonstrating that teachers value integrity and lifelong learning, linking these to their professional development and quality of education. Aldrup, Carstensen, and Klusmann (2022) show that empathy and compassion are key components of social and emotional competencies in teachers, and thus create positive teacher-student relationships and result in improved learning outcomes. Barnes (2019) indicates that resilience and

adaptability are essential qualities for teachers to develop and maintain satisfying careers, given that they face systemic challenges and reform in the education system. All of these studies support the notion that teachers recognize and model these values and are moral role models, provide emotional support, and adapt as needed in an ever-changing education system. These current and scholarly studies continue to develop the argument that such values are essential in both personal and professional life.

Table 13
Summary of the Perceived Level of Work Values as to Professional Values

<i>Professional Values</i>	Mean	SD	VI
Dedication to Teaching Excellence	3.78	0.34	<i>Consistently and Fully Practiced</i>
Professionalism and Accountability	3.79	0.34	<i>Consistently and Fully Practiced</i>
Collaboration and Teamwork	3.78	0.35	<i>Consistently and Fully Practiced</i>
Commitment to Student Success	3.80	0.35	<i>Consistently and Fully Practiced</i>
Community Involvement and Social Responsibility	3.74	0.37	<i>Consistently and Fully Practiced</i>
Overall	3.78	0.35	<i>Consistently and Fully Practiced</i>

Legend: 1.0-1.49 (Rarely or Not Practiced); 1.50-2.49 (Generally Practiced); 2.50-3.49 (Occasionally Practiced); 3.50-4.0 (Consistently and fully practiced);

The data showed that public elementary school teachers consider the work's professional values as very important. It is evident that all value types are valued and practiced by teachers.

These values include teaching professionally, being accountable for professionalism, collaborating with other professionals, being committed to successful students, involving others, and having social responsibility. All of these value types had means reflecting an average or mean value between 3.74 and 3.80, and the total average was 3.78. Thus, it can be inferred that public elementary school teachers have made the professional values part of their expression by using these values as part of their profession to also withstand the many systemic challenges and changing conditions they face while providing quality education to their students.

The results demonstrated that teachers' understanding of their work is profoundly influenced by professional values, which act as foundational principles for their choices, behavior, and relationships. This illustrates that the examined institution or group effectively fosters a culture characterized by excellence, accountability, and student-centered practices, thereby affirming the importance of professional values for maintaining individual and organizational success.

The literature confirms that public elementary school teachers view professional values as highly important. Day (2004) stated that professionalism and accountability are fundamental to teachers' identity and practice and that teachers' decisions and relationships that occur in the classroom are governed by these two concepts. Hargreaves and Fullan (2012) argued that collaboration and teamwork lead to greater professional capital, thereby increasing the productivity of teachers and promoting a culture of shared responsibility among teachers. According to Noddings (2013), "Commitment to student success that is grounded in care and responsibility is necessary for providing students with valuable learning opportunities." Furthermore, Goodson and Hargreaves (2006) stated that community involvement and social responsibility contribute to creating a strong social foundation for education. Barnes (2019) indicated that teachers need to have values such as excellence, accountability, and resilience in order to build long-term, satisfying careers replete with successes and maintained in spite of systemic barriers. Together, these researchers illustrate that the aforementioned values are endorsed by teachers and that they do more than just recognize the existence of such values; they exemplify them and use them to provide a platform upon which to operate (individually and collectively) at an effective level

in a productive manner and, as a result, support both their own success and that of their organizations.

Part II. ORGANIZATIONAL COMMITMENT

The following table show the overall rating at which teachers express their organizational commitment as affective, continuance, and normative commitment.

Table 17
Summary of Perceived Level of Organizational Commitment

<i>Organizational Commitment</i>	Mean	SD	VI
Affective Commitment	3.79	0.33	<i>Highly Committed</i>
Continuance Commitment	3.59	0.48	<i>Highly Committed</i>
Normative Commitment	3.78	0.37	<i>Highly Committed</i>
<i>Overall</i>	3.72	0.39	<i>Highly Committed</i>

Legend: 1.0-1.49 (Not Committed); 1.50-2.49 (Somewhat Committed); 2.50-3.49 (Committed); 3.50-4.0 (Highly Committed);

The research showed that teachers exhibit a high level of organizational commitment in terms of affective, continuance, and normative dimensions. Affective commitment exhibited the highest mean score (3.79), signifying a robust emotional connection to the organization. This is in accordance with recent research indicating that teachers’ emotional well-being and emotional intelligence significantly bolster affective commitment and instructional performance (Belmes et al., 2025; Li et al., 2024).

Continuance commitment (3.59) was notably high as well, indicating that teachers acknowledged the practical costs and benefits associated with remaining. This corroborates evidence that continuance commitment is influenced by rational assessments of opportunities and security, bolstered by leadership practices that enhance the benefits of organizational membership (Diamante et al., 2024; Almodiel, 2025).

Likewise, the level of normative commitment (3.78) was elevated, indicating that teachers perceive a moral obligation to stay. This aligns with research emphasizing that commitment acts as a moral compass based on loyalty and gratitude, and is closely linked to learner performance (Cervañez & Francisco, 2024; Saavedra & Paglinawan, 2025).

The overall organizational commitment score of 3.72 indicates that the workforce is deeply engaged and invested. By aligning emotional attachment, rational cost-benefit awareness, and moral obligation, a balanced and resilient commitment emerges that promotes teacher retention, supports organizational goals, and contributes to long-term stability.

PART III. QUALITY OF WORK

The following table show the overall rating in which teachers express their quality of work as to job performance and job satisfaction.

Table 25
Summary of the Perceived Quality of Work of Public Elementary Schools as to Job Satisfaction

<i>Job Satisfaction</i>	Mean	SD	VI
<i>Work Environment</i>	3.77	0.38	Always
Compensation and Benefits	3.70	0.41	Always
<i>Career Growth Opportunities</i>	3.73	0.38	Always
<i>Overall</i>	3.73	0.39	<i>Always</i>

Legend: 1.0-1.49 (Never); 1.50-2.49 (Sometimes); 2.50-3.49 (Often); 3.50-4.0 (Always);

Public elementary school teachers’ perceived work quality, regarding job satisfaction, is interpreted as “Always”. In all aspects: work setting (3.77), remuneration and perks (3.70), and chances for professional advancement (3.73). Teachers showed a strong consensus with affirming remarks about their professional experiences. With an average score of 3.73, which is classified as "Very High," it can be seen that teachers mostly feel satisfied and fulfilled in their roles.

This implied that public elementary schools should offer a supportive work atmosphere, compensation and benefits that meet expectations, and significant chances for career growth. Such circumstances foster a motivated and engaged workforce that is likely to stay dedicated to the teaching profession. To maintain teacher performance, promote positive student outcomes, and ensure institutional stability, it is essential to achieve high levels of job satisfaction.

This discovery is corroborated by Saavedra and Paglinawan (2025), who highlighted that a positive school culture promotes job satisfaction, as well as by Belmes, Abellana, and Orongan (2025), who observed that performance improves due to emotional well-being nurtured by supportive environments. As noted by Diamante, Cruz, and Santos (2024), the role of practical rewards in maintaining commitment is crucial, and Almodiel (2025) demonstrated that leadership practices enhance the rewards of organizational membership. Thus, appropriate compensation and benefits are also important. Opportunities for career advancement bolster satisfaction, as Cervañez and Francisco (2024) connect promotion avenues to professional responsibilities and learner outcomes, and Saner and Villena (2024) demonstrate that professional development enhances self-efficacy and motivation. When combined, these studies affirm that supportive environments, equitable benefits, and opportunities for career advancement contribute to high job satisfaction, motivating teachers to stay engaged and committed to their profession.

PART IV. SIGNIFICANT RELATIONSHIP BETWEEN QUALITY OF WORK AND WORK VALUES

Table 26

The Significant Relationship Between the Work Values and Organizational Commitment Among Public Elementary School Teachers

Work Values	Organizational Commitment		
	Affective Commitment	Continuance Commitment	Normative Commitment
Personal Values			
Integrity and Honesty	.383**	.333**	.450**
Empathy and Compassion	.424**	.306**	.515**
Patience and Perseverance	.512**	.506**	.628**
Commitment to Lifelong Learning	.522**	.526**	.664**
Adaptability and Resilience	.531**	.520**	.693**
Professional Values			
Dedication to Teaching Excellence	.547**	.474**	.707**
Professionalism and Accountability	.558**	.520**	.681**
Collaboration and Teamwork	.566**	.551**	.710**
Commitment to Student Success	.554**	.483**	.676**
Community Involvement and Social Responsibility	.521**	.532**	.622**

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

The findings indicate that among public elementary school teachers, personal and professional values are significantly correlated with the three dimensions of organizational commitment: affective, continuance, and normative. Regarding personal values, adaptability and resilience show the strongest correlations: $r=.531$ for affective commitment, $r=.520$ for continuance commitment, and $r=.693$ for normative commitment. Likewise, the correlation between commitment to lifelong learning and continuance commitment ($r=.526$) as well as normative commitment ($r=.664$) is strong, indicating that teachers who hold growth and resilience in high regard have a greater emotional attachment to their institutions, demonstrate persistence, and feel a moral obligation to remain with them. With correlation coefficients of $r=.512$ for affective, $r=.506$ for continuance, and $r=.628$ for normative commitment, patience and perseverance emerge as significant factors, underscoring the crucial role of persistence in maintaining organizational loyalty.

In terms of professional values, collaboration and teamwork exhibit the strongest correlations across the board: $r=.566$ for affective commitment, $r=.551$ for continuance commitment, and $r=.710$ for normative commitment. While professionalism and accountability show significant correlations with affective ($r=.558$) and continuance ($r=.520$) commitment, as well as normative commitment ($r=.681$), dedication to teaching excellence reveals a strong association, especially with normative commitment ($r=.707$). The correlation of commitment to student success ($r=.554$, $.483$, $.676$) and community involvement ($r=.521$, $.532$, $.622$) strengthens the notion that teachers' professional values are closely

linked to their sense of duty and responsibility toward their schools.

These findings underscore that collaboration ($r=.710$), teaching excellence ($r=.707$), adaptability ($r=.693$), and lifelong learning ($r=.664$) are the most significant predictors of organizational commitment. This suggests that the connection between work values and quality of work is mediated by organizational commitment, which transforms values into emotional attachment, persistence, and moral obligation. This means that teachers' personal and professional values are not just ideals, but become part of their organizational commitment, which helps sustain motivation, accountability, and long-term engagement. As a result, it is possible to guarantee that these values lead to enhanced teaching performance and institutional effectiveness by reinforcing mechanisms of organizational commitment, such as systems of recognition, a culture of collaboration, and opportunities for professional growth.

Table 27

The Significant Relationship Between the Work Values and Quality of Work Among Public Elementary School Teachers

Work Values	Job Performance			Job Satisfaction		
	Task Efficiency	Quality of Work	Workplace Initiative	Work Environment	Compensation and Benefits	Career Growth And Opportunities
Personal Values						
Integrity and Honesty	.498**	.459**	.434**	.401**	.346**	.474**
Empathy and Compassion	.499**	.475**	.489**	.432**	.405**	.530**
Patience and Perseverance	.613**	.637**	.663**	.574**	.562**	.620**
Commitment to Lifelong Learning	.652**	.730**	.688**	.548**	.592**	.643**
Adaptability and Resilience	.691**	.689**	.739**	.625**	.670**	.690**
Professional Values						
Dedication to Teaching Excellence	.547**	.474**	.707**	.689**	.701**	.713**
Professionalism and Accountability	.558**	.520**	.681**	.668**	.703**	.715**
Collaboration and Teamwork	.566**	.551**	.710**	.670**	.720**	.698**
Commitment to Student Success	.554**	.483**	.676**	.664**	.718**	.702**
Community Involvement and Social Responsibility	.521**	.532**	.622**	.645**	.687**	.717**

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

The findings demonstrate a notable correlation between personal and professional values and job performance as well as job satisfaction among public elementary school teachers, with correlation coefficients varying from moderate ($r=.401$) to very strong ($r=.739$). Regarding personal values,

adaptability and resilience demonstrate the strongest correlations with job performance indicators: $r=.691$ for task efficiency, $r=.689$ for quality of work, and $r=.739$ for workplace initiative. Likewise, the correlation between commitment to lifelong learning and work quality ($r=.730$) as well as workplace initiative ($r=.688$) indicates that teachers who seek ongoing growth and adaptability are likely to produce higher-quality work and engage in proactive behavior on the job. Patience and perseverance show robust correlations, especially with workplace initiative ($r=.663$) and quality of work ($r=.637$), highlighting the significance of persistence in maintaining effective teaching practices.

With regard to professional values, the strongest correlations with workplace initiative are found for collaboration and teamwork ($r=.710$), professionalism and accountability ($r=.681$), and dedication to teaching excellence ($r=.707$). This underscores that teachers who prioritize collective responsibility and accountability are more inclined to take active roles in enhancing their schools. These values also apply to job satisfaction, as collaboration and teamwork show a strong correlation with compensation and benefits ($r=.720$) and career growth opportunities ($r=.698$), while professionalism and accountability correlate strongly with career growth ($r=.715$). Community involvement and social responsibility are notably correlated with career growth at $r=.717$, indicating that teachers who engage with their communities perceive greater opportunities for advancement and fulfillment.

The numerical outcomes accentuate that traits like adaptability ($r=.739$), lifelong learning ($r=.730$), collaboration ($r=.720$), and accountability ($r=.715$) are the most significant predictors of both performance and satisfaction. This bolsters the mediating function of organizational commitment, as these values become ingrained in attitudes of loyalty, persistence, and moral obligation, thereby improving work quality and teachers' sense of professional fulfillment. In practical terms, fostering these values and bolstering organizational commitment mechanisms can help sustain motivation, enhance teaching effectiveness, and increase satisfaction with the teaching career.

Part V. MEDIATION ANALYSIS

Table 28

Mediating Effect of Organizational Commitment to Work Values and Job Performance

				95% C.I. (a)			
Type	Effect	Estimate	SE	Lower	Upper	β	z
Indirect	PerV $\Rightarrow$ OrgCom $\Rightarrow$ JobPer	0.0379	0.0253	-0.0116	0.0874	0.0294	1.5
	ProV $\Rightarrow$ OrgCom $\Rightarrow$ JobPer	0.0477	0.0301	-0.0113	0.1067	0.0439	1.58
Component	PerV $\Rightarrow$ OrgCom	0.3962	0.1147	0.1714	0.621	0.3093	3.45
	OrgCom $\Rightarrow$ JobPer	0.0956	0.0575	-0.017	0.2083	0.0951	1.66
	ProV $\Rightarrow$ OrgCom	0.4986	0.0967	0.3091	0.6881	0.4618	5.16
Direct	PerV $\Rightarrow$ JobPer	0.3943	0.0982	0.2019	0.5867	0.306	4.02
	ProV $\Rightarrow$ JobPer	0.5226	0.0855	0.3551	0.6901	0.4812	6.12
Total	PerV $\Rightarrow$ JobPer	0.4322	0.0964	0.2433	0.621	0.3354	4.48
	ProValues $\Rightarrow$ Job Per	0.5703	0.0812	0.4111	0.7295	0.5251	7.02

Note. Confidence intervals computed with method: Standard (Delta method)

Note. Betas are completely standardized effect sizes

Legend: Personal values (PerV); Professional Values (ProV); Organizational Commitment (OrgCom); Job Performance (JobPer)

The mediation analysis presented clarifies the role of organizational commitment between work values and job performance through numerical values. The indirect effect for personal values (PerV) via organizational commitment is 0.0379 ($\beta = 0.0294$, $z = 1.50$), indicating a small and statistically non-significant relationship. In the same vein, for professional values (ProV), the indirect effect is 0.0477 ($\beta = 0.0439$, $z = 1.58$), which is also weak and not significant. The outcomes suggest that the mediation of the relationship by organizational commitment is not robust.

Nevertheless, the component paths demonstrate that values do serve as predictors of commitment. While personal values have a considerable impact on organizational commitment, with an estimated value of 0.3962 ($\beta = 0.3093$, $z = 3.45$), professional values exert an even greater influence, at 0.4986 ($\beta = 0.4618$, $z = 5.16$). Since organizational commitment has only a modest impact on job performance (0.0956, $\beta = 0.0951$, $z = 1.66$), this accounts for the weakness of the indirect effects.

The direct impacts are significantly greater: personal values have a direct prediction of job performance at 0.3943 ($\beta = 0.306$, $z = 4.02$), while professional values stand at 0.5226 ($\beta = 0.4812$, $z = 6.12$). The aggregate effects are 0.4322 for personal values ($\beta = 0.3354$, $z = 4.48$) and 0.5703 for professional values ($\beta = 0.5251$, $z = 7.02$).

This indicates that although organizational commitment has a minor contribution, the mediation is weak. The main influences on teachers' job performance are their personal and professional values, which have powerful direct effects. Organizational commitment serves as a mediator, but its role is restricted and only accounts for a minor portion of the relationship.

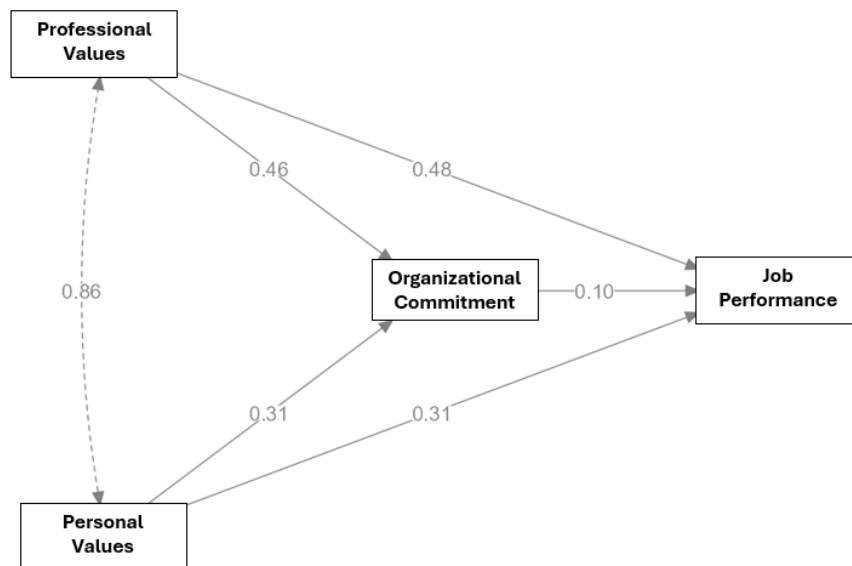


Figure 2 The Path Analysis of Professional and Personal Values Predicting Organizational Commitment and Job Performance

The path analysis revealed that personal values and professional values were both significant predictors of organizational commitment ($\beta = 0.31$ and 0.46 , respectively), with a greater impact. This implies that teachers' commitment to their schools is more strongly associated with values like accountability, collaboration, and dedication to teaching excellence than with personal values such as

perseverance and resilience. Consequently, organizational commitment has a small but positive effect on job performance ($\beta = 0.10$), suggesting that while commitment improves work quality, its mediating role is relatively restricted. The direct effects of personal values ($\beta = 0.31$) and professional values ($\beta = 0.48$) on job performance are more significant, emphasizing that values themselves are stronger motivators of teaching quality than organizational commitment alone.

Furthermore, Rivera and Baluyos (2019) stressed the importance of lifelong learning for sustaining quality work, highlighting a robust link between teachers' job satisfaction and their commitment to ongoing learning. Bacolod et al. (2024) emphasized that resilience directly predicts teacher performance, while organizational commitment improves retention without fully accounting for quality outcomes.

Ertas and Özdemir (2024) confirmed that the link between teacher efficacy and work engagement is mediated by organizational commitment, although direct value-driven influences dominate. Zhang and Li (2025) demonstrated that work meaningfulness enhances organizational citizenship behavior via commitment, thus affirming commitment's mediating role and indicating that values are the key performance drivers.

Table 29***Mediating Effect of Organizational Commitment to Work Values and Job Satisfaction***

Type	Effect	Estimate	SE	95% C.I. (a)		B	z
				Lower	Upper		
Indirect	PerV $\Rightarrow$ OrgCom $\Rightarrow$ JobSat	0.111	0.0411	0.0301	0.191	0.0834	2.69
	ProV $\Rightarrow$ OrgCom $\Rightarrow$ Job Sat	0.139	0.0422	0.0566	0.222	0.1244	3.3
Component	PerV $\Rightarrow$ OrgCom	0.396	0.1147	0.1714	0.621	0.3093	3.45
	OrgCom $\Rightarrow$ JobSat	0.279	0.0649	0.152	0.407	0.2695	4.3
	ProV $\Rightarrow$ OrgCom	0.499	0.0967	0.3091	0.688	0.4618	5.16
Direct	PerV $\Rightarrow$ JobSat	0.33	0.111	0.1126	0.548	0.2487	2.97
	ProValues $\Rightarrow$ JobSat	0.387	0.0966	0.198	0.577	0.3461	4.01
Total	PerV $\Rightarrow$ JobSat	0.441	0.1129	0.2195	0.662	0.332	3.91
	ProV $\Rightarrow$ JobSat	0.526	0.0951	0.34	0.713	0.4706	5.53

Note. Confidence intervals computed with method: Standard (Delta method)

Note. Betas are completely standardized effect sizes

Legend: Personal values (PerV); Professional Values (ProV); Organizational Commitment (OrgCom); Job Satisfaction (JobSat)

The indirect effects indicate that both routes via organizational commitment are statistically significant. For personal values, the indirect effect is 0.111 ($\beta = 0.0834$, $z = 2.69$), and for professional values, it is 0.139 ($\beta = 0.1244$, $z = 3.30$). These values suggest that organizational commitment serves as a significant conduit for the impact of work values on job satisfaction.

The component paths reveals that personal values are a strong predictor of organizational commitment (0.396, $\beta = 0.3093$, $z = 3.45$), while professional values predict it even more robustly (0.499, $\beta = 0.4618$, $z = 5.16$). In turn, organizational commitment significantly predicts job satisfaction (0.279, $\beta = 0.2695$, $z = 4.30$). This affirms that commitment is a key mechanism connecting values to satisfaction.

The direct effects continue to be significant: personal values directly predict job satisfaction at 0.33 ($\beta = 0.2487$, $z = 2.97$), while professional values do so at 0.387 ($\beta = 0.3461$, $z = 4.01$). The cumulative effects are more pronounced: 0.441 for personal values ($\beta = 0.332$, $z = 3.91$) and 0.526 for professional values ($\beta = 0.4706$, $z = 5.53$).

The findings demonstrate that the connection between work values and job satisfaction is partially mediated by organizational commitment. While teachers' values directly boost their satisfaction, organizational commitment contributes an important indirect pathway that amplifies the total effect. Narratively speaking, this indicates that although values are intrinsically strong motivators of satisfaction, their effect is heightened in the context of teachers' feelings of commitment to their school. In this way, organizational commitment becomes an essential link for maintaining high job satisfaction levels.

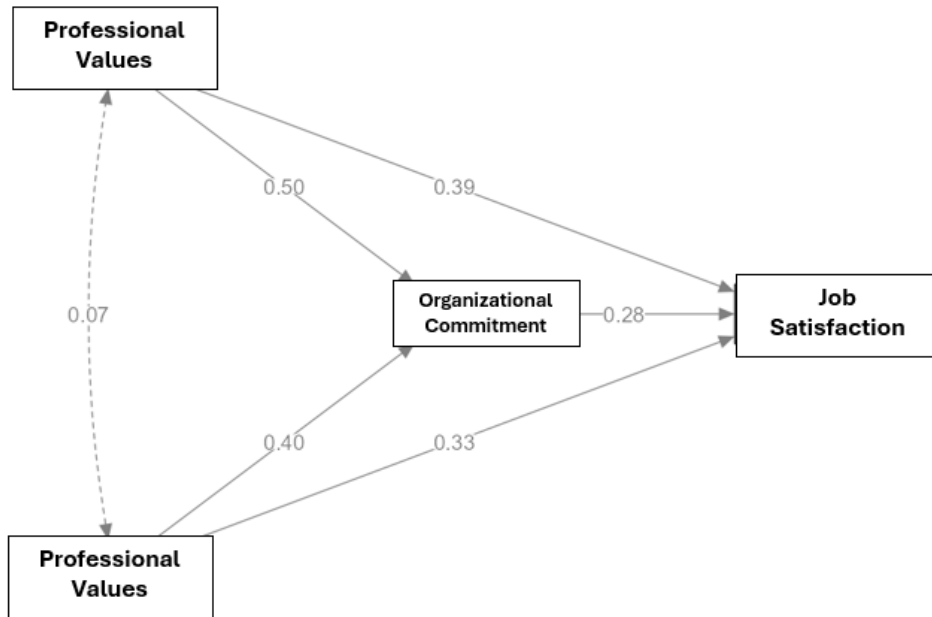


Figure 3 The Path Analysis of Professional and Personal Values Predicting Organizational Commitment and Job Satisfaction

The path analysis revealed that both personal and professional values were significant predictors of organizational commitment and job satisfaction, with a greater impact coming from professional values. Professional values significantly influenced organizational commitment ($\beta = 0.50$) and job satisfaction ($\beta = 0.39$), whereas personal values also served as predictors for both organizational commitment ($\beta = 0.40$) and job satisfaction ($\beta = 0.33$). This implies that teachers who exemplify professional values like accountability, collaboration, and a dedication to teaching excellence are more inclined to stay committed to their schools and enjoy higher job satisfaction.

Job satisfaction was significantly affected by organizational commitment ($\beta = 0.28$), confirming its role as a mediator between work values and quality of work. Although personal and professional values directly affect job satisfaction, organizational commitment is essential for converting these values into ongoing satisfaction and performance. The weak correlation between personal and professional values ($\beta = 0.07$) suggests that while these dimensions are separate, they each contribute independently to organizational commitment and job satisfaction.

3. Recommendations

Based on the findings and conclusions of the study, it is recommended that Schools Division and administrators provide training sessions and seminars to strengthen the integration

of work values into teaching practice, while demonstrating organizational commitment through supportive leadership and recognition activities. School leaders are encouraged to adopt leadership approaches that foster teacher commitment, such as involving teachers in decision-making, mentoring, and collaborative planning. Teachers, on the other hand, should align their work with institutional goals to ensure high-quality outputs that emphasize values, ethics, and professional growth in sustaining effectiveness. Finally, the results of this study may serve as a foundation for future research on teachers' commitment, quality of work, and work values, thereby contributing to the continuous improvement of educational practices and institutional resilience.

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