

A Causal Model on Work Behaviour of Teachers in Relationship to Professionalism, Organizational Commitment Work Behavior

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Abstract

The study determined the best fit model for the work behaviour of public secondary teachers in Davao City based on experience professionalism, organizational commitment, and school culture. The structural equation model (SEM) was employed in this study in a stratified, random technique with a sample of 400 teachers. Using the Google Forms, data was collected from the teachers using a set of modified survey questionnaires that were tested for content validity and reliability. This study used a quantitative descriptive and causal method of research. The findings of the study with mean, standard deviation, Pearson product-moment correlation and structural equation model (SEM) as statistical tools revealed the following: the level of professionalism among teachers was very high; the level of organizational commitment was high; the level of school culture was very high; and, the level of work behaviour of teachers was very high. Moreover, a significant relationship existed between these variables. In addition, professionalism, organizational commitment, and school culture significantly influence work behaviour of the teachers. Of the five (5) generated models, Model 5 best fits work behaviour among public secondary teachers with professionalism through indicators professional challenge and work engagement; organizational commitment through indicators affective commitment, continuance commitment, and normative commitment; and, school culture through indicators professional collaboration and self-determination / efficacy. The model successfully passed all the conventions of a reasonable fit; hence, it is deemed the most parsimonious model.

Keywords: education, experience professionalism, organizational commitment, school culture, work behavior, structural equation model, Philippines

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1. Introduction

Employee morale, productivity and customer service levels are at their highest when employees work effectively as a team and practice basic tenets of civility and respect for each other. This, unfortunately, is not always the case when employees display inappropriate and disruptive behaviors. Behavior that is not consistent with basic collegial and professional expectations can result in significant negative consequences to the organization and its people and can increase an organization's potential legal liability (SHRM, 2021). Furthermore, the impact of disruptive work behaviors on an organization are far ranging: decreases in productivity, performance, employee commitment and company reputation will all affect the bottom line, as will increases in turnover costs, use of sick leave, disability claims and legal expenses (Open Stax, 2021).

Work behavior in organization is one of the significant aspects of human behavior. It is an individual's communication towards the rest of the members of the workplace. It involves both verbal as well as non-verbal mode of communication. A positive and good work behavior of an individual leads to higher performance, productivity and great outputs by the team or an individual. From the organizational perspective, it is the most important area where human resource managers should focus (People Hum, 2020). Since behavior is within the locus of control, affirmative feedback on behavior offers a positive lead for personal development for teachers, showing where and how they can adapt to meet the needs of a particular situation or job role (Belbin Associates, 2021).

Furthermore, Al Zeifiti and Mohamad (2017) stated that organizational commitment has direct positive influence on work behavior. It indicates that if employees have strong beliefs, accept the existing value set by the organization, have willingness to do a lot of effort for the organization, keep working with high commitment, then the result of work achieved will increase. The achievement of employees' performance result and output recognized by the organization where they work and characterized by skills, effort and nature of work conditions is the combination of the part which represents better employees' performance. A good work result will be obtained when employees have strong commitment to the organization and a psychological attachment to the organization.

In addition, Turan and Bektas (2013) suggested that positive school culture improves work behavior. School culture can be used by school administrators as a tool to influence and direct other people or to establish coordination among employees in improving work behavior. Beyond being representatives of school bureaucracy, administrators should be cultural and moral guides who pioneer the creation and development of fundamental

values in school. Hence, a good school culture can improve and enhance tasks performance as well as the initiative and dependability of its employees.

The first exogenous variable is professionalism, being able to communicate effectively and appropriately, as well as always seeking methods to be productive. Employers need new hires who are responsible, ethical, and team-oriented, as well as having great communication, interpersonal, and problem-solving abilities. Professionalism involves consistently achieving high standards, both visibly and "behind the scenes" – whatever your role or profession. Some sectors, workplaces or roles have particular rules of professionalism. These may be explicit, such as an agreed dress code, or a policy for using social media. Other rules and expectations may not be written down, but they can be just as important – such as what is regarded as professional behavior at meetings, or even how people personalize their desks. It pays to be observant, and to ask for clarification if necessary. Fitting in is a big part of professionalism, as it is a way to show respect, attention to detail, and a commitment to upholding agreed practices and values. However, being true to yourself is just as important. True professionals do not follow rules mindlessly, and they know when and how to challenge norms. They are also flexible, and they find their own ways to do things – while still maintaining high standards (Mind Tools, 2021).

As will be clear, the issue of professionalism is important in the context of probation and is experienced by the work field as an important aspect of motivation and organizational culture. However, important the skillful application of evidence-based methods may be, professionalism is in our view more than the use of skills and tools. Professionalism is a multidimensional concept (Butter & Hermmans, 2011).

The first indicator is professional ethos, which is a set of written and unwritten rules that guide professional practice. It is, in short, the ethical standards of a profession (Enstad, 2018). As a teacher, they must model strong character traits, including perseverance, honesty, respect, lawfulness, fairness, patience, and unity. As an educator, teachers must treat every student with kindness and respect without showing any favoritism, prejudice or partiality. Whether online or in the classroom, teachers help students learn the course material. But besides going over subjects like math or science or reading, educators also help students by teaching them valuable life lessons by setting a positive example. As role models for students, teachers must follow a professional Code of ethics. This code ensures that students receive a fair, honest, and uncompromising education. A professional code of ethics outlines teachers' primary responsibilities to their students and defines their role in a student's life. Educators must demonstrate impartiality, integrity, and ethical behavior in the classroom, whether virtual or in-person and in their conduct with parents and coworkers (Professional Government Underwriters, 2020).

The second indicator is professional challenge, which is a fundamental professional responsibility. In this context it is about challenging decisions, practice or actions which may not effectively ensure the safety or well-being of a child, young person or his/her family. After parents, teachers have the most important role in a student life. They are the one who mold the character of their students and contribute to raising educated, sane and responsible citizens of our country. This makes teacher jobs valuable and significant as they have the opportunity to impact the lives of students and the future of the country. But at the same time, this makes teacher jobs challenging and full of responsibility. They come across many obstacles, hurdles, and challenges as given below regardless of their training and location (Thomas, 2019).

Challenges include student behavior, heavy paperwork, class size, multiple roles, time constraints, personal and professional upgrading, and health and stress. Teachers are rarely appreciated or paid incentives for their tedious job. There is a lack of acknowledgment of their efforts by the schools as well as parents. Moreover, every student comes from different strata of society and has a different family background. Therefore, some students may exhibit troubled behavior. Adapting to their needs, understanding their problems and providing them with proper guidance can be a difficult and time-consuming task. Furthermore, reports, ledgers, exam papers, test papers, assignments, projects, certificates, scoreboards, attendance sheets, and a number of such other documentation is needed to be maintained by the teacher. It is a tiresome and long-drawn-out process. Teachers play many roles such as a counselor, teacher, career guider, social worker, etc. In spite of zero training in this field, they take up these roles themselves because they truly care for their students and their future. Teachers are truly expert in multitasking (Lewis, 2021).

The third indicator is professional facilitation, which is a trait that brings impartial, or outsider perspective to make knowledge progress, stimulate the further development of one's professional competencies, and the exchange of ideas with colleagues from relevant other organizations (Park, 2019). The teacher's main role is as a facilitator – there to offer support and advice when needed, and to provide the necessary scaffolding and teaching of skills when necessary.

Furthermore, one of the critical roles of the teacher as a facilitator and resource person and their responsibilities in relation to teaching and problem-solving underpinning a context-based teaching approach is to undertake the investigation and learn and apply a range of knowledge and skills. In this way, students will successfully achieve the learning and outcomes expected it is vital that the teacher monitors their progress and intervenes when necessary to teach any identified skills that are necessary or missing for the task being tackled. These can be introduced in a number of ways, depending on the skills and experience of the students. This could

happen through whole class activities and explanations prior to or during the investigation as questions arise from the students' work; small group activities based on explanations, worksheets or tasks provided by the teacher; and, individual skills and practice sessions, including worksheets and extracts from textbooks, computers and the internet. The teacher's main role is as a facilitator – there to offer support and advice when needed, and to provide the necessary scaffolding and teaching of skills when necessary. It is vital that teachers remember to teach and instruct their students in any particular skill or piece of mathematical knowledge that is required for the task (Tout, 2016).

The fourth indicator is work engagement, a "positive, fulfilling work-related state of mind that is characterized by vigor, dedication and absorption". Research has indicated that engaged employees are highly energetic, self-efficacious persons who exercise influence over events that effect their lives (Bakker, 2009; Schaufeli et al., 2011). This suggests that work engagement is important to enhance the discretion of probation organizations despite protocols and other routines. Engaged probation officers can also enhance their job crafting, that is, look themselves for opportunities that make their job more fulfilling. Hence, by investigating the relation between experienced professionalism and work engagement of probation officers, we hope to contribute to stimulating a positive and proactive organizational culture in probation (Butter & Hermmans, 2011).

The second exogenous variable is organizational commitment, which is defined as a view of an organization's member's psychology towards his/her attachment to the organization that he/she is working for. Organizational commitment plays a pivotal role in determining whether an employee will stay with the organization for a longer period of time and work passionately towards achieving the organization's goal. If an organizational commitment is determined it helps predict employee satisfaction, employee engagement, distribution of leadership, job performance, job insecurity, and similar such attributes. An employee's level of commitment towards his/her work is important to know from a management's point of view to be able to know their dedication to the tasks assigned to them on a daily basis (QuestionPro Survey, 2021).

It is important to enhance organizational commitment as a whole because an employee who demonstrates strong organizational commitment will be engaged in positive work behavior such as low levels of absenteeism, tardiness and turnover which result in organizational effectiveness (Angle & Perry, 1981; Iverson & Buttigieg, 1998). On the other hand, affective commitment, normative commitment and continuance commitment provide similar positive outcome (Allen & Meyer, 1996). They suggested that employees with strong affective commitment, normative commitment and continuance commitment were less likely to be absent from work.

Commitment includes something of the notion of membership; it reflects the current position of the individual; it has a special predictive potential, providing predictions concerning certain aspects of performance, motivation to work, spontaneous contribution and other related outcomes; and it suggests the differential relevance of motivational factors (Brown, 1969, p. 347). The relative strength of an individual's identification with and preoccupation in a particular system, conceptually, can be designated by at least three factors: (a) a strong belief in the recognition of the organization's goals and values; (b) a willingness to exert significant effort on behalf of the organization and (c) a strong desire to maintain fellowship in the organization (Mowday et al., 1982, p. 27).

The first indicator is affective commitment, which is the emotional attachment an employee has towards the organization. This part of TCM says that an employee has a high level of active commitment, then the chances of an employee staying with the organization for long are high. Active commitment also means, an employee is not only happy but also engaged in the organizational activities like, participation in discussions and meetings, giving valuable inputs or suggestions that will help the organization, proactive work ethics, etc. (QuestionPro Survey, 2021).

Teachers with high affective commitment can feel a strong emotional bond, loyalty, and dedication to the school. The teachers really want to be in school if they enjoy, feel comfortable, and satisfied with their works. The teachers will be stronger if their experiences in a school are consistent with expectations and satisfy their basic needs, friendship, the work atmosphere or culture, comfortability in completing tasks, and also help to see how far the teachers identify and involve themselves with the school (Burmansah et al., 2019).

For instance, Mathieu & Zajac (1990) and Allen & Meyer (1996) provide evidence that employees with high level of affective commitment and normative commitment could contribute to high job performance and were more likely to have less turnover intention. Highly affective committed teachers could also be good instructional leaders in the classroom because they are able to master the contents of the subjects that they taught; thus, they would demonstrate effective teaching. Additionally, teachers with high level of affective commitment might always monitor the students' work, able to control the classroom and involved in extra-curricular activities because they tend to demonstrate organizational citizenship behavior.

The second indicator is continuance commitment, a level of commitment where an employee would think that leaving an organization would be costly. When an employee has a continuance in commitment level, they want to stay in the organization for a longer period of time because they feel they must stay because they have already invested enough energy and feel attached to the organization – attachment that is both mental and emotional. For example, a person over a period of time tends to develop an attachment to his/her workplace and

this may be one of the reasons why an employee wouldn't want to quit because they are emotionally invested (QuestionPro Survey, 2021).

In addition to the fear of losing what they have invested in the organization, individuals develop continuance commitment because of a perceived lack of alternatives. Allen and Meyer (1990) and Meyer and Allen (1991) argue that an individual's commitment to the organization is likely to be based on perceptions of employment options outside the organization. For example, an employee may believe that the skills acquired are not marketable or that those skills are insufficient to compete for other positions in the field. Such an employee would feel tied down to the present organization. People who work in environments where the training and skills obtained are very specific to the industry may possibly develop such commitments. As a result, the employee feels compelled to commit to the organization because of the monetary, psychological, social and other costs associated with leaving the organization. Unlike affective commitment, which involves emotional attachment, continuance commitment reflects a calculation of the costs of leaving versus the benefits of staying.

Yong (1999) argues that some individuals remain committed because of the nature of teaching. Teaching makes many demands on teachers: it is stressful and complex work. However, individuals who seek a challenging career may well be attracted to teaching for this very reason. As Skilbeck and Connell (2004) have commented: "the demands of teaching - and the comparative financial rewards - are such that very strong personal values and a mature outlook are necessary to sustain teachers and nourish their commitment over many years" (p. 30). Continuance commitment may also come about if the teacher commits to the school because of high costs incurred from leaving the job; for example, economic costs such as pension accruals and social costs such as friendship ties with co-workers. Thus, the employee feels he or she has no choice but to stay in the organization.

The third indicator is normative commitment. This is the level of commitment where an employee feels obligated to stay in the organization, where they feel, staying in the organization is the right thing to do. What are the factors that lead up to this type of commitment? Is it a moral obligation where they want to stay because someone else believes in them? Or is it that they feel that they have been treated fairly here and that they do not wish to take the chance of leaving the organization and finding themselves in between the devil and the deep sea? This is a situation where they believe they ought to stay (QuestionPro Survey, 2021).

The third exogenous variable is school Culture, which consists of "the beliefs, attitudes, and behaviors which characterize a school." School culture is the shared experiences both in school and out of school (traditions and celebrations) that create a sense of community, family, and team membership. People in any healthy organization must have agreement on how to do things and what is worth doing. Staff stability and common goals permeate the school. Time is set aside for school wide recognition of all school stakeholders. Common agreement on curricular and instructional components, as well as order and discipline, are established through consensus. Open and honest communication is encouraged and there is an abundance of humor and trust. Tangible support from leaders at the school and district levels is also present (Phillips, 1996, p. 1).

The real question is how to determine the current status of our school's culture. Although improving school culture is an often-touted goal, there have been few research-based tools to help principals and school improvement teams measure the health of their school's culture. One of those tools, the School Culture Triage Survey — developed and refined by Phillips (1996), Phillips and Wagner (2002), and Wagner and Masden-Copas (2002) — has been used by schools across the United States and Canada to quickly and accurately determine the present state of any school's culture.

Several researchers have used the survey and come to similar conclusions. Phillips (1996) conducted more than 3,100 school culture assessments from 1981 to 2006 and found compelling anecdotal evidence to suggest that the connection between school culture and student achievement is a reality and that culture influences everything that happens in a school. Phillips also found connections between school culture and staff member satisfaction, parent engagement, and community support.

In a later study, Melton-Shutt (2002) studied 66 elementary schools in Kentucky to determine whether a relationship existed between scores on the School Culture Triage Survey and state assessment scores. In every case, the higher the score in the survey, the higher the state assessment score, and the lower the survey score, the lower the state assessment score. In addition to the effect school culture has on student achievement, the culture of a school is linked to staff member satisfaction, parent engagement, and community support. A study of 61 schools in Florida provided similar results to Melton-Shutt's findings (Cunningham, 2003). The higher the score on the survey, the higher students scored on Florida's Comprehensive Assessment Test in reading. The lower the survey score, the lower the reading scores.

The first indicator is professional collaboration. It is the degree to which teachers and staff work together on: curriculum, instruction, assessments; school schedules and team planning time; and determining student behavior, discipline codes, or policies (Abelein, 2013). Collaboration involves working together to create something new in support of a shared vision. The key components are that it requires joint, not individual effort, something new is created, and through a joint effort, a shared vision is attained (Benade, 2017).

Teachers' work is multifaceted and dynamic. They frequently encounter students with different needs, such

as different ability levels and learning styles, and frequently need to give students feedback or interpersonal support. The COVID-19 pandemic has posed new challenges, as teachers have had to communicate with their students, facilitate learning processes and monitor students' learning without being physically present. While teachers' interactions with their students lie at the heart of the teaching and learning process, their relationships and interactions with their colleagues constitute a key professional dimension that has also been seriously affected by the pandemic. Collaboration with colleagues allows teachers to learn from each other's expertise, share knowledge within their professional community and, ultimately, improve the instruction and support they can give to their students (Organization for Economic Co-operation and Development, 2020).

The second indicator is affiliative collegiality. This is the degree to which the teachers and staff communicate, celebrate, and appreciate one another (Abelein, 2013). Research has consistently underlined the contribution of strong collegial relationships to school improvement and success and argued that high levels of collegiality among staff members is one of the characteristics found most often among successful schools. Teachers are increasingly being admonished to move away from the traditional norms of isolation and autonomy and to move towards greater collegiality and collaboration (Barth, 2016). Traditionally, schools have been isolating places where collegial cooperation among educators is not a common practice for them to make the time to talk or work together. Teachers need opportunities to collocate with each other to best serve their students, to make their work more meaningful, and to transform schooling in a way that keeps it vibrant and relevant. The conception is that educators perform better when working together professionally is supported by organizational theory models which emerged earlier in the corporate sector. Such conceptions view authentic teamwork as an essential characteristic of the successful organization as its members interact regularly to share their ideas and expertise and develop common understanding of organizational goals and the means to their attainment (Goddard et al., 2017).

Numerous benefits from teacher collegiality have been reported as evidence of the need for building a more effective collegial culture in schools. The most significant benefits of collegiality among teaching staff is an improvement in teacher professional growth and development, teacher professionalism, school quality and organizational effectiveness, and student behavior, attitude, and achievement (Shah, 2017).

The third indicator is self-determination / efficacy. This is the degree to which teachers and staff are empowered to problem solve and make decisions, proactive rather than reactive, and enjoy working at the school (Abelein, 2013). It emphasizes the role of teachers' support for students' needs. Relatedness support includes teacher behaviors, such as expressing affection, devoting time and resources, willingness to help, and a non-competitive learning structure (Kaplan & Madjar, 2017). In psychology, self-determination is an important concept that refers to each person's ability to make choices and manage their own life. This ability plays an important role in psychological health and well-being. Self-determination allows people to feel that they have control over their choices and lives (Cherry, 2021).

Teachers' personal values drive their goals and behaviors at school. Moreover, values can support subjective well-being and an individual sense of self-efficacy. Teachers' self-efficacy, namely teachers' beliefs in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity, plays a key role in influencing important academic outcomes and well-being in the working environment. Teachers' conservation values were positively associated to sense of self-efficacy regardless of the type and level of motivation for teaching. More interestingly, the relationships between openness to change and self-efficacy on one hand, and self-transcendence and self-efficacy on the other, varied depending on teachers' motivations. These relations were stronger when teachers perceived less external pressure and felt to be self-determined toward teaching (Barni et al., 2019).

The endogenous variable of the study is work behavior, which refers to an activity that is performed to meet the objectives and requirements of a job. Work behaviors consist of observable (physical) and unobservable (mental) components, and can include the performance of one or more tasks. Knowledge, skills, and abilities are not behaviors, although they may be applied in work behaviors (Training Industry, 2021). Teachers who are more enthusiastic about teaching exhibit higher quality instructional behaviors, such as monitoring student learning, providing students with more autonomy support, offering more social support to students, and using higher levels of cognitive challenge. Teacher motivation also is expressed in a range of teacher behaviors that are perceived to be conducive to student learning, such as enthusiasm in content area taught, interest about students' personal and developmental needs, participation in content-related activities outside of class time, and displaying value and emotion for students (Stronge et al., 2015).

Teachers who display enthusiasm and energy in the classroom often increase student interest and motivation to learn. Among various teacher variables, enthusiasm was the most powerful unique predictor of students' intrinsic motivation and vitality. The students who received instruction from an enthusiastic teacher reported greater intrinsic motivation regarding the learning material and experienced higher levels of vitality. Students who are under the tutelage of motivated and enthusiastic teachers are more likely to be enthusiastic toward the subject and exhibit higher rate of on-task behavior (Schunk & DiBenedetto, 2015).

The first indicator is task performance, which is defined as the effectiveness with which job incumbents,

perform activities that contribute to the organization's technical core either directly by implementing a part of its technological process, or indirectly by providing it (Borman & Motowidlo, 2019). A teacher is responsible for preparing lesson plans and educating students at all levels. Their duties include assigning homework, grading tests, and documenting progress. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans. We are on the hunt for a self-motivated and experienced teacher to join our qualified team of educators. A teacher is responsible for cultivating the students' interest in education and development. The responsibilities will include grading assignments, evaluating students' progress, and planning educational activities. Furthermore, task performance includes being a competent professional with in-depth knowledge of teaching best practices and legal educational processes. In addition to having excellent written and verbal communication skills, teachers must demonstrate outstanding presentation and interpersonal abilities. This includes the following: develop and issue educational content including notes, tests, and assignments; supervise classes to ensure all students are learning in a safe and productive environment; organize supplies and resources for lectures and presentations; deliver personalized instruction to each student by encouraging interactive learning; plan and implement educational activities and events; ensure your classroom is clean and orderly; prepare and distribute periodic progress reports and semester report cards; attend parent-teacher meetings; evaluate and document students' progress; and, allocate and grade homework, assignments, and tests (Better Team, 2021).

The second indicator is initiative / self-confidence. Initiative means doing extra without being told making decisions without asking first and waiting for an answer while self-confidence is the attitude about your skills and abilities as well as accepting and trusting yourself and being able to have a sense of control with your life (University of South Florida, 2021). When teachers reinforce self-esteem and resilience to the students, teachers equip them with critical skills they need to succeed socially and academically. Having confidence as a teacher can improve the overall effectiveness as well as the wellbeing. Unfortunately, students can be quick to spot a lack of confidence, which can lead to issues with classroom management. Teachers are responsible for developing and nurturing their self-confidence (Iris Connect, 2021).

The third indicator is dependability, which is defined as the quality of being able to be counted on or relied upon. When a person always does everything that they say they will and never make promises they cannot keep is an example of dependability. A dependable teacher is dedicated to their job, practices it diligently and makes the student believe in it, too (Trusted Tutor, 2015).

A reliable teacher is an incredible asset to a company. Dependability is one of the most important skills an employer looks for in new applicants and current teachers. Because principals are not able to oversee every single task in their department, they have to place a degree of trust in their team to operate on their own without being micromanaged every second of the day. This freedom allows principals to focus their attention on higher-level initiatives such as the growth and development of the company. But principals are not the only ones who benefit from having a well-rounded team of dependable workers. Teachers who feel like they are an important part of a well-oiled machine tend to be more engaged with their work and their coworkers. Those who are dependable are more likely to be respected among their colleagues, receive praise from superiors, and have more opportunities for growth and promotion. A pattern of reliability means things get done, and they've done the right way. Having this critical trait can translate to success both in and out of the workplace, and knowing how to illustrate your dependability on a resume can give you a serious advantage over the competition (Kolmar, 2021).

The fourth indicator is social work behavior, which means getting along with colleagues, fitting in easily, taking colleagues' tasks into consideration, and chatting easily. This includes being trustworthy, being a good listener, asking questions, supporting colleagues, offering help, respecting boundaries, being real, and branching out (Barile, 2019).

There is a significant relationship between experienced professionalism and work behavior. Leonard (2018) argued that when employees act and engage professionally, an improved work behavior happens. At work, professionalism is the legal and moral code guiding work behavior. Being a professional requires more than wearing a nice suit. It requires ethical behavior that drives interactions with other employees, customers and leadership. It also guides how someone performs her job. Ethical behavior guides whether someone will perform minor infractions if she feels no one is watching. Business leaders need to set clear guidelines for ethical behavior in the workplace and to consistently train employees on working according to those expectations. Furthermore, Fuller (2021) cited that professionalism is a form of etiquette in the workplace which is linked primarily to respectful and courteous conduct. Hence, professionalism can benefit one's career and improve the chances of future success. Many organizations have specific codes of conduct in place. In general, it comes down to ethics, integrity, dedication, and being conscious of how employees treat others.

There is a significant relationship between organizational commitment and work behavior. Aslam et al. (2012) and Ibrahim and Aslinda (2013) asserted a positive relationship between professionalism and organizational commitment. Organizational commitment has consistently been found to be the most significant determinant of work behavior. Mowday, Porter, and Steers (1982) believe that engaged employees want to help the entire organization function better, and so are happy to do extra work. One will happily engage in various activities of

benefit to the general public. In addition, highly committed employees normally perceive their job duties to be broader, which supposedly improves individuals' motivation to demonstrate work behavior.

There is a significant relationship between school culture and work behavior. Turan and Bektas (2013) cited that a combination of shared experiences of school from within and outside of the school creates a sense of collaboration among the community, family, and stakeholders. Hence, employees know what to do and how to do it because of the cultural norms set by the institution and ultimately, improving the work behavior of the organization's members.

This study is anchored on the Theory of Expectancy by Victor H. Vroom as elaborated by Oliver (1974). Vroom's theory states that the motivation for work behavior often rides on whether or not the outcome/rewards match the effort of an individual. He described the variables centered on this motivation as Valence, Expectancy, and Instrumentality. Valence here refers to the value placed by the individual on the outcome/reward. Expectancy is the term for the effort they put into their duties and obligations. Instrumentality then is the belief that the performance perceived is equivalent to a reward.

Understandably, this study is anchored to the Vroom's Theory of Expectancy has many critics, and so the critical points of the theory will be supported in this study by others in order to bridge the gap. In establishing the link of professionalism, Herzberg, Mausner, and Snyderman's (1959) Motivation-Hygiene Theory will also be used as a foundation. This particular theory posits that the act or state of professionalism often stems from one's perception of satisfaction or dissatisfaction, with each not being mutually exclusive. The absence of dissatisfaction will not make the job satisfactory, and vice versa - whilst higher levels of satisfaction can lead to professional behavior overall.

The theory of expectancy of Vroom has a strong link between professionalism and work behavior. Aron (2020) stated that professionalism in the workplace improves work behavior in order to create a long-term success. Professionalism establishes boundaries in personal relationships, which essentially separates work behavior. This means that working with integrity leads the individual to work to the best of his abilities. Professionalism involves morals and principles that govern a person's behavior, which means to be able to differentiate between what is right or wrong, and what is good or bad. Teachers with robust work professionalism perform their work with full dedication. It makes people stand out from the rest who may try to dodge hard work. The one with strong ethics never loses focus from their goals. They put persistent efforts, leading them to produce high-quality work consistently.

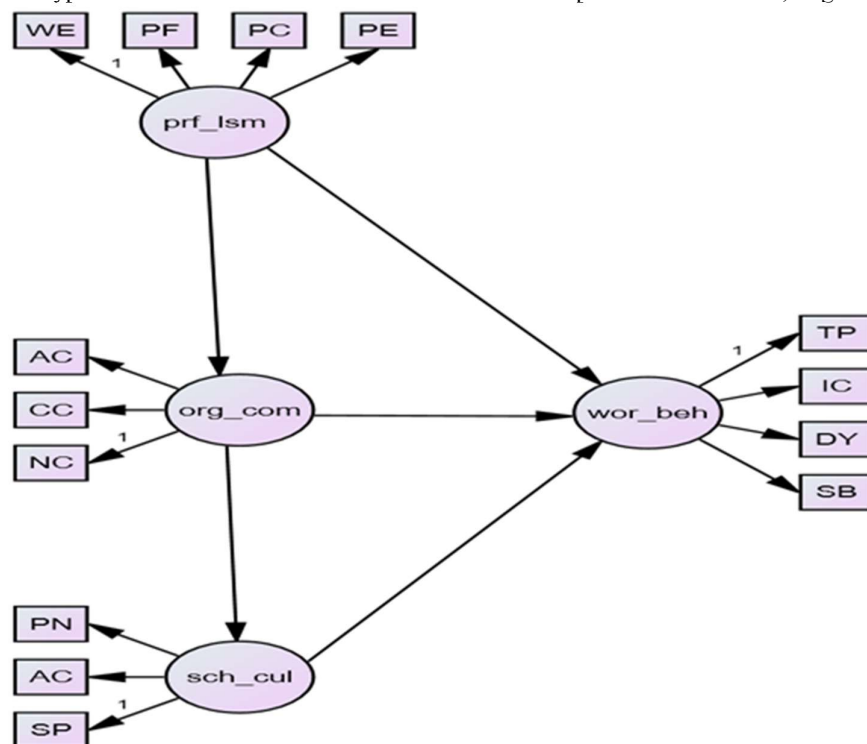
Similarly, McClelland's (1961) Need Theory elaborates the complex needs of an individual if they are to function in a stable and functional manner. McClelland stated that the various needs for an individual to perform often form naturally over exposure to environmental stimuli and pressures, and often come in the form of social contact and workplace environment. He described and separated these needs into three, which are needs for Power, Achievement, and Affiliation, which ties very well with the concepts of affective, continuance, and normative commitment that is being used in this research.

Likewise, the presence of school culture as a defining variable for work behavior is supported by Maslow's (1943) Hierarchy of Needs Theory. This hierarchy, including Physiological, Safety, Esteem, and Self-Actualization needs fits very well with the needs and pressures present within an isolated school culture. The varying levels of presence of each of these needs often puts pressure upon the individual, dictating their level of needs and the triggers for certain behavior. Conversely, the school culture itself not meeting these needs sufficiently can be the trigger for harmful or otherwise unwanted behavior from professionals.

Naturally, the avenues of research delving into the cause and effect of human behaviorism is not at all uncommon, much less so for teachers who rely heavily on their solid fundamental social skills to perform well and efficiently during their daily duties. This is not to say there is no worth in pursuing such lines of thought, however it does pose an ever-increasing matter of urgency to follow through as several large-scale changes have been made to the methodology of teaching in recent months. Whether or not these changes warrant further study can only be seen once their effects are ascertained, and there are worse places to start than with the teacher's work behaviour.

This study has four alternative models. Shown in Figure 1 is the conceptual framework of the study, showing the relationships of experience professionalism, organizational commitment, and school culture to work behaviour. This is illustrated by the single headed arrow pointing from three exogenous variables towards the endogenous work design.

Figure 1. Hypothesized Model on the Direct Causal Relationship of Professionalism, Organizational



Legend

prf_lsm	Professionalism	wor_beh	Work Behavior
PE	Professional Ethos	TP	Task Performance
PC	Professional Challenge	IE	Initiative
PF	Professional Facilitation	DY	Dependability
WE	Work Engagement	SB	Social work
Org_cul	Organizational Commitment		
AC	Affective Commitment		
CC	Continuance Commitment		
NC	Normative Commitment		
Sch_cul	School Culture		
PN	Professional Collaboration		
AC	Affiliative Collegiality		
SP	Self-Determination /Efficacy		

The first endogenous variable is professionalism by Butter and Hermmans (2011), which typically regarded as adhering to a set of rules, a code of conduct, or a group of traits that define acceptable behavior in a certain field of endeavour. It is measured in the following areas: professional ethos, or a set of written and unwritten rules that guide professional practice or the ethical standards of a profession; professional challenge, or the professional responsibility about challenging decisions, practice or actions which may not effectively ensure the safety or well-being of one’s self or colleagues; professional facilitation, or the trait that brings impartial, or outsider perspective to make knowledge progress, stimulate the further development of one’s professional competencies, and the exchange of ideas with colleagues from relevant other organizations; and, work engagement, or the positive, fulfilling work-related state of mind that is characterized by vigor, dedication and absorption among teachers.

The second endogenous variable is organizational commitment by Mowday, Steers, and Porter (1979), which is view of an organization’s member’s psychology towards his/her attachment to the organization that he/she is working for. It is measured in the following areas: affective commitment, or the emotional attachment an employee has towards the organization; continuance commitment, or the level of commitment where an employee would think that leaving an organization would be costly; and, normative commitment or the level of commitment where

an employee feels obligated to stay in the organization, where they feel, staying in the organization is the right thing to do.

The third endogenous variable is school culture by Wagner (2006), which refers to the beliefs, attitudes, and behaviors which characterize a school as well as the shared experiences both in school and out of school that create a sense of community, family, and team membership. It is measured in the following areas: professional collaboration, or the degree to which teachers and staff work together on curriculum, instruction, assessments; school schedules and team planning time; and determining student behavior, discipline codes, or policies; affiliative collegiality, or the degree to which the teachers and staff communicate, celebrate, and appreciate one another; and, self-determination / efficacy, or the degree to which teachers and staff are empowered to problem solve and make decisions, proactive rather than reactive, and enjoy working at the school.

The exogenous variable is work behavior by Michon, Kroon, van Weeghel, and Schene (2004), which refers to an activity that is performed to meet the objectives and requirements of a job. Work behaviors consist of observable and unobservable components, and can include the performance of one or more tasks for teachers. It is measured in the following areas: task performance refers, or the effectiveness with which job incumbents, perform activities that contribute to the organization's technical core either directly by implementing a part of its technological process, or indirectly by providing it; initiative / self-confidence, or doing extra without being told making decisions without asking first and waiting for an answer while self-confidence is the attitude about your skills and abilities as well as accepting and trusting yourself and being able to have a sense of control with one's life; dependability, or the quality of being able to be counted on or relied upon; and, social work behavior, or getting along with colleagues, fitting in easily, taking colleagues' tasks into consideration, and chatting easily.

In the local setting, there are relatively few researchers dealing in the work behavior of teachers using the metrics of professionalism, organizational commitment, and school culture specifically. While research on standardized work behavior and its maintenance is plentiful even locally, it can be assumed that using the metrics stated above can provide more insightful and targeted results for the purpose of improving teaching quality. It is in this context, that professionalism, organizational commitment, and school culture can be a structural equation model on work behavior among teachers as this can raise awareness to the extended beneficiaries of the study and possibly develop intervention schemes to improve the overall quality and management of educational institutions in the Philippines thus, the need to conduct this study. Moreover, there are more recent studies showing that work behaviors largely mediate the effects of teachers' experienced professionalism, organizational commitment, and school culture, which emphasizes that teachers have the core role to influence other teachers and make other lives more meaningful and empowered as they provide the right work behavior to influence others. Finally, having an appropriate experienced professionalism, school culture, and organizational commitment are the main needs of teachers that is vital in the improvement of their work behaviors. Lastly, this study will contribute to the Department of Education as this will be a basis and guidance in improving work behavior to serve the stakeholders.

Therefore, the researcher finds it very interesting to conduct this study to identify the work behavior as an important factor for improving professionalism, organizational commitment, and school culture. There is a need to complete a survey of work behavior and determine how experienced professionalism, organizational commitment, and school culture interplay with it. An action plan maybe created based on the study's findings, which is to improve the work behavior of the teacher. A dissemination plan through a seminar or the presentation of the study's results in a reputable national or international journal will be initiated, and hence, this study.

The study aimed to determine the causal model on work behavior of teachers in relationship to professionalism, organizational commitment, and school culture among public secondary teachers in Davao Region. Specifically, the study aimed to ascertain the level of experienced professionalism among teachers in terms of professional ethos, professional challenge, professional facilitation, and work engagement. Second is to assess the level of organizational commitment attributes among teachers in terms of affective commitment, continuance commitment, and normative commitment. Third is to find out the school culture toward teachers in terms of professional collaboration, affiliative collegiality, and self-determination / efficacy. Fourth is to evaluate the level of work behavior of teachers in term of task performance, initiative / self-confidence, dependability, and social work behavior. Fifth is to determine the relationship between experienced professionalism and work behavior, organizational commitment and work behavior, and school culture and work behavior. Sixth is to determine which exogenous variables best influence work behavior. Lastly, it seeks to determine what model best fits work behavior of the teachers.

The teachers play a significant role in the success of the organizational institutions by boosting their success towards the stakeholders of the organizations as well as for themselves. Teachers would be able to promote active engagement providing positive and constructive feedback to guide students' learning and behavior that are essential for teachers to employ in designing, delivering, and analyzing instructional practices. Furthermore, teachers would be better committed to their organizations, showcasing improved professionalism and school culture as expected from them. Moreover, the positive work behavior of the teacher would affect students' motivation, attitudes towards school and school work, and the student's self-confidence and as a result, the overall personality

development. Hence, students would be able to develop better self-efficacies and eventually, better academic performance.

In addition, the principals would be able to devise various improvement programs through seminars and workshops in the improvement of the teachers' professionalism, school culture, organizational commitment, and work behavior. Furthermore, the Department of Education would be able to create more seminars and workshops in the local, regional, and national levels as well as find other ways to improve work behavior and create sound policies for teachers through a handbook. The researcher would also be able to transform herself personally and professionally by applying various techniques in improving school culture as well as improved commitment to the organization and school culture and eventually, the improving her work behavior. Finally, the future researchers would be able to find other relevant studies related to the present study..

2. METHODS

2.1 Participants

The study had 400 respondents who are public school teachers teaching junior or senior high schools who will be chosen through random sampling technique. Currently, Davao Region has 3,881 teachers. The 400 respondents were derived using the online Raosoft calculator (95% confidence interval, 5% margin of error, and 50% response distribution). Kline (2011) cited that a typical sample size in studies where SEM is used should be at least 300 cases. Meanwhile, random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen. A sample chosen randomly is meant to be an unbiased representation of the total population (The Economic Times, 2021)

To be included in the study, a teacher must be teaching in a public school, either in junior or senior high school level in Davao Region. The teacher must have one-year teaching experience at least and must sign the Certificate of Consent Form in order to participate in the study. Teachers outside Davao Region, those who are teaching in private schools, those who are on leave, who withdrew from the study, holding administrative positions, have less than a year of teaching experience in the public school, those who manipulated or with considerably incomplete data, and did not signify their intention to join the study through the Certificate of Consent Form were not included in the study. Furthermore, teachers who opted to prematurely withdraw due to any cause without the need for justification were also withdrawn from the study.

The study was conducted in Davao Region, Philippines. Davao Region, formerly called Southern Mindanao is an administrative region in the Philippines, designated as Region XI. It is situated at the southeastern portion of Mindanao and comprises five provinces: Davao de Oro, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental. The region encloses the Davao Gulf, and its regional center is Davao Region (Philippine Statistics Authority, 2020). The researcher perceived that the teachers in Davao Region lack teamwork, empathy, and support from the administration and at the same time, having too many roles during this time of pandemic. The teachers are experiencing poor work behaviors, which impedes progress and development in the organization.

2.2 Research Instruments

In this study, four (4) instruments were used, each of which was developed to address the research problems. The primary data was used to collect information for the study, which will be divided into four sections: experienced professionalism, organizational commitment, school culture, and work behavior. The survey questionnaires used in the study will be gathered from a variety of similar studies. The instrument was restructured to make it more appropriate to current and local settings. The instrument was validated by five professional validators to make it more applicable and credible, and will receive an acceptable rating. Pilot testing will be carried out after validation. Cronbach alpha will be used to test the surveys' validity. The closer Cronbach's alpha coefficient is to 1.0, the stronger the internal consistency of the scale's items, according to Gliem (2003).

The first questionnaire measured the experienced professionalism based on the study of Butter and Hermmans (2011) entitled, "Impact of experienced professionalism on professional culture in probation" measured in the following areas: professional ethos, professional challenges, professional facilitation, and work engagement. The second questionnaire measures organizational commitment based on the study of Mowday, Steers, and Porter (1979) entitled, "The Measurement of Organizational Commitment" measured in the following areas: affective commitment, continuance commitment, and normative commitment. The third questionnaire school culture based on the study of Wagner (2006) entitled, "Self-Assessment Culture Survey: School Culture Survey" measured in the following areas: self-determination / efficacy, professional collaboration, and affiliative collegiality. The fourth questionnaire measures work behavior based on the study of Michon, Kroon, van Weeghel, and Schene (2004) entitled, "The Generic Work Behavior Questionnaire (GWBQ): Assessment of Core Dimensions of Generic Work Behavior of People with Severe Mental Illness in Vocational Rehabilitation" measured in the following areas: task competence, initiative / self-confidence, dependability, and social work behavior.

The scales used to interpret experienced professionalism, organizational commitment, school culture, and work behavior are as follows:

Range of Means	Description	Interpretation
4.20– 5.00	Very High	The measure is always evident among public secondary school teachers.
3.40 – 4.19	High	The measure frequently evident among public secondary school teachers.
2.60 – 3.39	Moderate	The measure is sometimes evident among public secondary school teachers.
1.80 – 2.59	Low	The measure is seldomly evident among public secondary school teachers.
1.00 – 1.79	Very Low	The measure is not evident among public secondary school teachers.

Cronbach's alpha was used to test the scales' reliability, and the results are presented in the tool description. Cronbach's alpha was computed to be .949, indicating that the instruments are dependable. The four sets of questionnaires were validated by a team of examiners before being approved. The construct validity of the instruments had an overall score of 4.0, indicating that the tools are well-liked. Before the administration of the instrument, the final version was created, taking into account the experts' errors, comments, and suggestions.

2.3 Research Designs and Procedure

The structural equation modeling technique was used in this quantitative descriptive-correlational research design. Quantitative studies analyze data using mathematical models and statistics, resulting in numerical results that are more objective. Quantitative studies are concerned in figuring out how and why things change (Moore, 2016). The goal of this study is to find the most appropriate model of work behavior among public school teachers.

The best fit model was created using structural equation modeling (SEM). It will be used to investigate postulated relationships, starting with a theoretically based model and then transforming it into a path diagram. Structural equation modeling is a statistical technique that is also used in the social sciences. Despite the fact that structural equation modeling is comparable to linear regression analysis, it has a number of advantages. It reveals relationships among hidden structures that are not directly measured, possible errors in the measurements of the observed variables are taken into account, and it is a very useful method to analyze highly complex multiple variable models and to reveal direct and indirect relationships between relationships, to name a few features that outperform structural equation modeling. It is also a preferred way of analysis in doctoral dissertations and academic research (Civelek, 2018).

The initial step in data gathering was asking from the Dean of the Graduate School of the University of Mindanao and to Dr. Ines C. Asuncion, the School Division Superintendent of Davao Region, and the School Head or Principal to allow the researcher to conduct study. The researcher submitted via e-mail to present the purpose and objectives of the study and will assure the data collected will be treated with utmost confidentiality.

The questionnaire was administered online through the Google Form platform to apply minimum health standards due to the pandemic. The link to the Google Form was sent to different groups via Facebook Messenger. The questionnaire remained online for at least a month to ensure that 400 responses will be met. The data was gathered, analyzed, and interpreted. Finally, the results of the study were documented.

The data was examined and interpreted with mean and standard deviation to characterize experienced professionalism, organizational commitment, school culture, and work behaviour. On the other hand, Pearson-r was used to determine the significance of the relationship between work behaviour and the following: experienced professionalism, organizational commitment, and school culture. In addition, linear regression determines the predictors of the dependent variable given the list of independent variables. The study evaluated whether experienced professionalism, organizational commitment, and school culture significantly influence work behaviour. Finally, structural equation modeling was used to test and evaluate multivariate causal relationships. In the study, it determined which exogenous variables best fit work behaviour among public secondary teachers in Davao Region.

On the other hand, the researcher observed complete ethical standards in the conduct of the study by tracking the protocol assessments and standard criteria set by the University of Mindanao Ethics Review Committee (UMERC), such as voluntary participation where the respondents will be given the free will to voluntarily contribute without any form of cost during the conduct of the study. Hence, this study's purpose and benefits were explained and presented to the teachers in Davao Region through an online platform using Google Form. The right of the respondents to provide to the body of knowledge were carefully followed. In addition, only teachers in the junior or senior high school level teaching at the secondary level with at least one year of teaching experience were included in the study. Those who hold administrative positions were not included. The teachers involved in the study opted not to continue with the study should they find the questions uncomfortable to answer.

The study commenced its data gathering starting January 2022 and ended in the month of February 2022. The personal data and other information of the respondents were kept confidential. The research questionnaires were free of technical terms and will be easily understood by the study respondents. The questionnaires were administered with the consent of the Schools Division Superintendent of Davao Region. Therefore, no research questionnaire was administered without consent from the office mentioned above. The School Head controlled the recruitment process of this research since the researcher asked permission from them to conduct the study in the schools where the teachers were employed. It is also stated in the permission letter that only public school teachers were considered to participate in the study.

The study did not involve any high-risk situation that the teachers may experience neglect in physical, psychological, or socioeconomic risks. The study focused only on the perception of the teachers. The result of the study benefitted the teachers, individuals, family, and community as a standard to elucidate work design. This study was helpful to the teachers and their stakeholders as well. Furthermore, the researcher observed rephrasing the sentences to avoid plagiarism by using the Turnitin software. Then, this study was free from plagiarism. Also, the researcher guaranteed that the data gathered from the survey questionnaires were not fabricated. The researcher confirmed no influence of research materials, equipment, processes, or changing or omitting data or results. The research was not accurately represented in the research record. Lastly, the researcher ensured there was no trace of conflict of interest that could affect the study results and any form of deceit on the respondents were avoided to prevent potential harm.

This study did not start without written permission from the Schools Division Superintendent of Davao Region to ensure proper protocol of the activities related to this study. Also, the researcher gave proper credit to the sources of information obtained. The researcher fully observed technology issues and concerns related to the authorship and ensure that there were no anomalies to the ethical processes whatsoever. Graziano and Raulin (2019) considered ethical consideration an integral part of the research design process. On the other hand, Silverman et al. (2014) stated that ethical considerations could be clarified by consulting the ethical guidelines of one's professional association. Furthermore, Josselson (2007) argued that narrative researchers have a moral duty to protect the privacy and dignity of other people's lives as participants. Therefore, the researcher will take some careful considerations in exposing negative observations that are significant in the development of the research respondents.

3. Results and Discussions

In this section, the data collected from the teachers on experience professionalism, organizational commitment, school culture, and work behavior is given, evaluated, and interpreted in light of the research objectives. The following is the sequence in which the following topics were discussed: level of experienced professionalism; level of organizational commitment; level of school culture; level of work behavior; relationship between experienced professionalism and work behavior, organizational commitment and work behavior, and school culture and work behavior; the exogenous variables that best influence work behavior; and the model that best fits work behavior of teachers.

3.1 Level of Professionalism among Teachers

Table 1 presents the level of professional among teachers measured by professional ethos, professional challenges, professional facilitation, and work engagement. It recorded and overall mean rating of 4.35, which is described as very high. This indicates that the level of professionalism is always evident among public secondary school teachers. Individually, professional ethos registered with the highest meaning rating of 4.42 followed by professional facilitation and work engagement with 4.36 and 4.36, respectively. Lastly, professional challenge registered the lowest mean of 4.27. The four indicators were labeled as very high.

Table 1
Level of Professionalism among Teachers

Indicator	SD	Mean	Descriptive Level
Professional Ethos	0.51	4.42	Very high
Professional Challenge	0.51	4.27	Very high
Professional Facilitation	0.52	4.36	Very high
Work Engagement	0.54	4.36	Very high
Overall	0.46	4.35	Very High

The very high level of professionalism was due to the ratings given by the teachers on professional ethos, professional challenge, professional facilitation, and work engagement. These were manifested by teachers by shaping themselves with ideals in a practical way, making the world a better place, stimulating the organization for further development, and offering a space for substantial maneuvering. The very high professionalism as viewed by the teachers is congruent to the ideas of Virginia Polytechnic Institute (2022), Mind Tools (2021), and Butter and Hermmans (2011) that professionalism is the conduct, behavior and attitude of a professional in an organization who demonstrates the important qualities and characteristics of a professional, leading the workplace a success, having a strong professional reputation, and a high level of work ethic and excellence. Furthermore, the issue of professionalism is important in the context of probation and is experienced by the work field as an important aspect of motivation and organizational culture. However, important the skillful application of evidence-based methods may be, professionalism is in our view more than the use of skills and tools. In addition, professionalism is a multidimensional concept and involves consistently achieving high standards.

3.2 Level of Organizational Commitment

Presented in Table 2 is the level of organizational commitment in terms of affective commitment, continuance commitment, and normative commitment. It registered an overall mean rating of 4.06, which is described as high. This indicates that the level of organizational commitment is frequently evident among public secondary school teachers.

Table 2
 Level of Organizational Commitment

Indicator	SD	Mean	Descriptive Level
Affective Commitment	0.65	4.17	High
Continuance Commitment	0.69	4.06	High
Normative Commitment	0.65	3.96	High
Overall	0.58	4.06	High

Individually, affective commitment registered the highest mean of 4.17 followed by continuance commitment with 4.06, and lastly, normative commitment with 3.96. All indicators garnered high ratings.

The high level of organizational commitment is attributed to the teachers' affective commitment, continuance commitment, and normative commitment. This is evident when teachers are happy spending the rest of their lives with the organization, finding it very hard to leave the job even if they wanted to, and not leaving the organization because of the sense of obligation with it. The manifestations are aligned with the views of several authors (Allen & Meyer, 1996; QuestionPro Survey, 2021; Angle & Perry, 1981; Iverson & Buttigieg, 1998) that it is important to enhance organizational commitment as a whole because an employee who demonstrates strong organizational commitment will be engaged in positive work behavior such as low levels of absenteeism, tardiness and turnover which result in organizational effectiveness. The authors suggested that teachers with strong affective commitment, normative commitment and continuance commitment were less likely to be absent from work. Furthermore, commitment includes the notion of membership and it reflects the current position of the individual. It has a special predictive potential, providing predictions concerning certain aspects of performance, motivation to work, spontaneous contribution and other related outcomes, thereby suggesting the differential relevance of motivational factors. Hence, organizational commitment can be designated by a strong belief in the recognition of the organization's goals and values, the willingness to exert significant effort on behalf of the organization, and the strong desire to maintain fellowship in the organization.

3.3 Level of School Culture

Presented in Table 3 is the level of school culture in terms of professional collaboration, affiliative collegiality,

and self-determination / efficacy. It registered an overall mean rating of 4.23, which is described as very high. This indicates that the level of school culture is frequently evident among public secondary school teachers.

Table 3
 Level of School Culture

Indicator	SD	Mean	Descriptive Level
Professional Collaboration	0.67	4.27	Very High
Affiliative Collegiality	0.65	4.25	Very High
Self-determination/Efficacy	0.66	4.18	High
Overall	0.62	4.23	Very High

Individually, professional collaboration registered the highest mean of 4.27 followed by affiliative collegiality with 4.25 and lastly, self-determination / efficacy with 4.18. The first two indicators were both described as very high while the lowest indicator was described as high.

The very high level of school culture was due to the ratings given by the teachers on professional collaboration, affiliative collegiality, and self-determination / efficacy. This was demonstrated by the teachers who discuss and work together on instructional strategies and curriculum issues, perform planning for the organization, and empower the teachers and staff to make instructional decisions for further improvement in the school. These manifestations are evident in the claims of several authors (Phillips, 1996; Phillips & Wagner, 2002; Wagner & Masden-Copas, 2002) that school culture is demonstrated through the beliefs, attitudes, and behaviours of the teachers that characterize a school as well as the shared experiences both in school and out of school that create a sense of community, family, and team membership. Furthermore, the people in the organization must have agreement on how to do things and what is worth doing. Adding on, common agreement on curricular and instructional components, as well as order and discipline, are established through consensus as well as the existence of open and honest communication to encourage humour and trust.

3.4 Level of Work Behaviour

Presented in Table 4 is the level of work behaviour of teachers in terms of task performance, initiative / self-confidence, dependability, and social work behaviour. It registered an overall mean rating of 4.45, which is described as very high. This indicates that the level of work behaviour is always evident among public secondary school teachers.

Table 4
 Level of Work Behavior of Teachers

Indicator	SD	Mean	Descriptive Level
Task Performance	0.51	4.36	Very High
Initiative/Self-confidence	0.54	4.47	Very High
Dependability	0.53	4.48	Very High
Social Work Behavior	0.54	4.50	Very High
Overall	0.47	4.45	Very High

The very high work behaviour of the teachers is due to the task performance, initiative / self-confidence, dependability, and social work behaviour. This was demonstrated by the teachers grasping instructions quickly, look for more work and working independently, taking initiative, getting along with colleagues, and taking colleagues' tasks into consideration. These manifestations are evident in the claims of several authors (Stronge, Grant, & Xu, 2015; Training Industry, 2021; Schunk & DiBenedetto, 2015) that work behaviours are about teachers who are enthusiastic about teaching and exhibit higher quality instructional behaviours, such as monitoring student learning, providing students with more autonomy support, offering more social support to students, and using higher levels of cognitive challenge. Furthermore, a high work behaviour is also expressed on the teachers' behaviour that are perceived to be conducive to student learning, such as enthusiasm in content area taught, interest about students' personal and developmental needs, participation in content-related activities outside of class time, and displaying value and emotion for students

3.5 Significance of the Relationship between Professionalism and Work Behaviour

Table 5.1 shows the significance of the relationship between professionalism and work behavior of the teachers. It can be gleaned on the table that there is a significant relationship between professionalism and work behavior with an overall correlation coefficient of 0.705, which is significant at a 0.05 level of significant. It could be stated that

there is a significant relationship between professionalism and work behavior of the teachers.

Table 5.1

Significance on the Relationship between Professionalism and Work Behavior of Teachers

Professionalism	Work Behavior				
	Task Performance	Initiative Confidence	Self Dependability	Social Work Behavior	Overall
Professional Ethos	.562** .000	.570** .000	.541** .000	.575** .000	.633** .000
Professional Challenge	.525** .000	.521** .000	.485** .000	.555** .000	.587** .000
Professional Facilitation	.544** .000	.556** .000	.533** .000	.572** .000	.621** .000
Work Engagement	.527** .000	.559** .000	.560** .000	.567** .000	.622** .000
Overall	.617** .000	.631** .000	.606** .000	.649** .000	.705** .000

Specifically, when the indicators of professionalism are correlated with work behavior, all the indicators were found to be significant at a 0.05 level of significance, with professional ethos having a correlation coefficient of .633, professional challenge with .587, professional facilitation with .621, and work engagement with .622.

There is a significant relationship between professionalism and work behavior as reflected by the p-value of .000 and a correlation coefficient of 0.705. The result is in consonance with the findings of Aron (2020) that professionalism in the workplace improves work behavior in order to create a long-term success. Professionalism establishes boundaries in personal relationships, which essentially separates work behavior. This means that working with integrity leads the individual to work to the best of his abilities. Teachers with robust work professionalism perform their work with full dedication.

3.6 Significance of the Relationship between Organizational Commitment and Work Behavior

Table 5.2 shows the significance of the relationship between organizational commitment and work behavior of the teachers. It can be seen on the table that there was significant relationship between organizational commitment and work behavior with an overall correlation coefficient of .472, which is significant at a 0.05 level of significance. It could be stated that there is a significant relationship between organizational commitment and work behavior

Table 5.2

Significance on the Relationship between Organizational Commitment and Work Behavior of Teachers

Organizational Commitment	Work Behavior				
	Task Performance	Initiative Confidence	Self Dependability	Social Work Behavior	Overall
Affective Commitment	.397** .000	.427** .000	.452** .000	.474** .000	.493** .000
Continuance Commitment	.345** .000	.329** .000	.348** .000	.366** .000	.391** .000
Normative Commitment	.353** .000	.294** .000	.302** .000	.313** .000	.355** .000
Overall	.417** .000	.400** .000	.420** .000	.439** .000	.472** .000

Specifically, when indicators of organizational commitment are correlated with work behavior, all the indicators were found to be significant at a 0.05 level of significance, with affective commitment having a correlation coefficient of .493, continuance commitment with .391, and normative commitment with .355.

There is a significant relationship between organizational commitment and work behavior as reflected with a p-value of .000 and a correlation coefficient of 0.472. The finding jives with the study of Al Zeifiti and Mohamad (2017) that organizational commitment has direct positive influence on work behavior. It indicates that if employees have strong beliefs, accept the existing value set by the organization, have willingness to do a lot of effort for the organization, keep working with high commitment, then the result of work achieved will increase. The achievement of employees' performance result and output recognized by the organization where they work and characterized by skills, effort and nature of work conditions is the combination of the part which represents better employees' performance. A good work result will be obtained when employees have strong commitment to the organization and a psychological attachment to the organization.

3.7 Significance of the Relationship between School Culture and Work Behavior of Teachers

Presented in Table 3 is the significance of the relationship between school culture and work behavior of teachers. It can be seen on the table that there was a significant relationship between school culture and work behavior of teachers with an overall correlation coefficient of .522, which is significant at a 0.05 level of significance. It could be stated that there is a significant relationship between school culture and work behavior of teachers.

Specifically, when indicators of school culture are correlated with work behavior, all the indicators were found to be significant at a 0.05 level of significance, with professional collaboration having a correlation coefficient of .477, affiliative collegiality with .495, and self-determination / efficacy with .496.

Table 5.3
 Significance on the Relationship between School Culture and Work Behavior of Teachers

School Culture	Work Behavior					Overall
	Task Performance	Initiative Self Confidence	Dependability	Social Work Behavior		
Professional Collaboration	.437**	.374**	.414**	.469**		.477**
Affiliative Collegiality	.463**	.400**	.407**	.489**		.495**
Self-Determination Efficacy	.458**	.407**	.434**	.465**		.496**
Overall	.483**	.420**	.446**	.506**		.522**
	.000	.000	.000	.000		.000

There is a significant relationship between school culture and work behavior as shown with a p-value of .000 and a correlation coefficient of 0.522. The findings are in consonance with the study of Turan and Bektas (2013) that positive school culture improves work behavior. School culture can be used by school administrators as a tool to influence and direct other people or to establish coordination among employees in improving work behavior. Beyond being representatives of school bureaucracy, administrators should be cultural and moral guides who pioneer the creation and development of fundamental values in school. Hence, a good school culture can improve and enhance tasks performance as well as the initiative and dependability of its employees.

3.8 Influence of Professionalism, Organizational Commitment, and School Culture on Work Behavior of Teachers

Presented in Table 6 is the significance on the influence of professionalism, organizational commitment and school culture on the work behavior of teachers. The analysis shows that the standard coefficient of professionalism has the highest beta of .736. It indicates that professionalism has the greatest influence on teachers' work behavior compared to school culture with -0.155, respectively. Moreover, as indicated by the F-value of 136.561 with a corresponding p-value of 0.000, the regression model is therefore significant. Hence, it leads to the rejection of the null hypothesis. It could be stated that there is a variable that can predict the work behavior of the teachers.

Table 6
 Significance on the Influence of Professionalism, Organizational Commitment and School Culture on the Work Behavior of Teachers

Work Behavior				
Exogenous Variables	B	β	t	Sig.
Constant	1.267		7.944	.000
Professionalism	.760	.736	13.029	.000
Organizational Commitment	-.125	-.155	-2.767	.006
School Culture	.091	.120	2.326	.021
R	.713 ^a			
R ²	.508			
ΔR	.505			
F	136.561			
ρ	.000 ^b			

In addition, an R2 of .508 signifies that 50.8 percent of the variation in work behavior is explained by the predictor variables, professionalism, organizational commitment, and school culture. This means that 49.2 percent of the variation could be attributed to other factors aside from these three variables.

In the singular capacities of the independent variables, professionalism, organizational commitment, and school culture influence the work behavior of the teachers. The three independent variables need each other to significantly influence the dependent variable. The result can actually be supported by the findings of the

University of Massachusetts (2020) that professionalism encompasses attitudes and the way people communicate in the organization. Being professional ensures positive impression, thereby leading to successful interpersonal relationships and better work behaviors. Additionally, Sikorska-Simmons (2015) cited that the examined better organizational culture, improved staff perceptions, and higher job satisfaction improve the work behavior of the employees in the organization and is influential in explaining how employees behave and committed to perform their jobs.

4.Causal Model Data Fitting

This part provides an analysis of the generated structural model of the study. A structural equation modeling (SEM) is a powerful, multivariate technique found increasingly in scientific investigations to test and evaluate multivariate causal relationships. SEMs differ from other modeling approaches as they test the direct and indirect effects on pre-assumed causal relationships (Fan et al., 2016).

SEM is a combination of two statistical methods: confirmatory factor analysis and path analysis. Confirmatory factor analysis, which originated in psychometrics, has an objective to estimate the latent psychological traits, such as attitude and satisfaction (Pearson & Lee, 1903; Spearman, 1904). On the other hand, Path analysis began in biometrics and aimed to find the causal relationship among variables by creating a path diagram (Wright, 1921).

The causal modeling approach evaluates the degree to which the hypothesized (conceptual model) fits the data at hand and the estimation of parameters. In this approach, researchers identify the parameters as fixed, constrained, or free in specifying the model. The structural model below commonly reflects the following: the oval shapes represent the study's latent variables. The rectangular figures connected from the oval are the measured variables of a particular latent construct. The single-headed arrow represents the direct relation between variables and variables, while the double-headed arrow signifies correlation.

Further, in this study, the latent endogenous variable is work behavior. It is represented by an oval shape where all the single-headed arrows meet. On the other hand, the other three variables in oval shape are the latent exogenous variables: professionalism, organizational commitment, and school culture. Moreover, SEM evaluation is based on the fit indices for a single path coefficient (p -value and standard error) and the overall model fit (χ^2 , RMSEA).

Based on the literature, the usability of model fit indices appears flexible. Generally, the more fit indices applied to an SEM, the more likely it is that a misspecified model will be rejected, suggesting an increase in the probability of rejected good models. This also suggests that one should use a combination of at least two fit indices (Hu & Bentler, 1999). Some indices have recommended cutoff values, though none serve as the golden rule for all applications (Fan et al., 1999; Chen et al., 2008; Kline, 2010; Hoyle, 2011).

The Chi-square test (χ^2) tests the hypothesis that there is a discrepancy between the model-implied covariance matrix and the original covariance matrix. Therefore, the non-significant discrepancy is preferred. For optimal fitting of the chosen SEM, the χ^2 test would be ideal with $p > 0.05$ (Hu & Bentler, 1999). One should not be overly concerned regarding the χ^2 test because it is very sensitive to the sample size and not comparable among different SEMs (Hu & Bentler, 1999; Curran et al., 2003).

Root Mean Square Error of Approximation (RMSEA) and Standardized Root Mean Square Residual (SRMR), RMSEA is a "badness of fit" index where 0 indicates the perfect fit and higher values indicate the lack of fit (Hu & Bentler, 1999; Chen et al., 2008). It is useful for detecting model misspecification and less sensitive to sample size than the χ^2 test. The acceptable RMSEA should be less than 0.06 (Fan et al., 1999). SRMR is similar to RMSEA and should be less than 0.09 for a good model fit (Hu & Bentler, 1999).

The comparative fit index (CFI) represents the amount of variance that has been accounted for in a covariance matrix. It ranges from 0.0 to 1.0. A higher CFI value indicates a better model fit. In practice, the CFI should be close to 0.95 or higher (Hu & Bentler, 1999). The CFI is less affected by sample size than the χ^2 test (Tabachnick & Fidell, 2001).

Goodness-of-fit index (GFI), the range of GFI is 0–1.0, with the best fit at 1.0. Because GFI is affected by sample size, it is no longer recommended (Sharma et al., 2005). Normed Fit Index (NFI) is highly sensitive to the sample size (Bentler, 1990). For this reason, NFI is no longer used to assess model fit (Hoyle, 2011). Tucker-Lewis index (TLI) is a Non-Normed Fit Index (NNFI) that partly overcomes the disadvantages of NFI and also proposes a fit index independent of sample size (Bentler, 1990). A TLI of >0.90 is considered acceptable (Hu & Bentler, 1999).

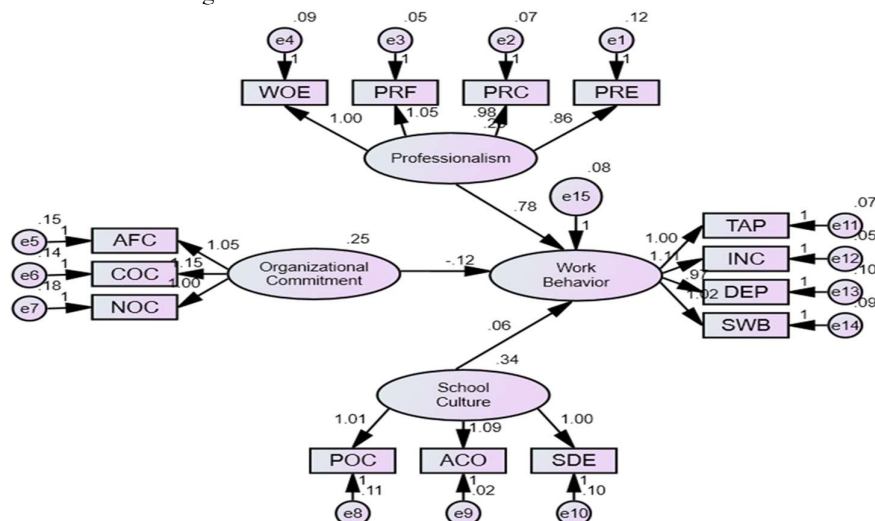
Akaike Information Criterion (AIC) and Bayesian Information Criterion (BIC) are two relative measures from the perspectives of model selection rather than the null hypothesis test. AIC offers a relative estimation of the information lost when the given model generates data (Kline, 2010; Hoyle, 2011). BIC estimates how parsimonious a model is among several candidate models (Hoyle, 2011). AIC and BIC are not useful in testing the null hypothesis but are useful for selecting the model with the least overfitting (Burnham & Anderson, 2004). Below is the presentation of the five generated alternative models evaluated and tested using the standard goodness

of fit indices that identifies the parameter for accepting and rejecting the model.

4.1 Generated Model 1

Presented on Figure 2 is Generated Model 1 showing a direct causal relationship of the latent exogenous variables: professionalism, organizational commitment, and school culture towards the latent endogenous variable, which is work behavior. Presented as well is the correlation between the exogenous variables

Figure 2. Structural Model 1 in Standardized Solution



As presented in Table 7, Model 1 is studied using the standard criterion of the following goodness of fit indices: with Chi-square/Degrees of Freedom (CMIN/DF), Root Mean Square of Error Approximation (RMSEA), Normed Fit Index (NFI), Tucker Lewis Index (TLI), Comparative Fit Index (CFI) and Goodness of Fit Index (GFI). As reflected in the table, Model 1 shows a very poor fit having a CMIN/DF = 12.624 with its p-value = 0.000, RMSEA = 0.171, NFI = 0.806, TLI = 0.776, CFI = 0.818, and GFI = 0.540. It further signifies that Model 1 failed to meet all the criteria of the best model fit. This means that another model needs to be generated.

Table 7

Goodness of Fit Measures of Structural Model 1

Index	Criterion	Model-Fit Value
P-value	> 0.05	.000
CMIN/DF	0 < value < 2	12.624
GFI	> 0.95	.540
CFI	> 0.95	.818
NFI	> 0.95	.806
TLI	> 0.95	.776
RMSEA	< 0.05	.171
P-Close	> 0.05	.000

Legend:

- CMIN/DF - Chi-Square/Degrees of Freedom
- NFI - Normed Fit Index
- TLI - Tucker-Lewis Index
- CFI - Comparative Fit Index
- GFI - Goodness of Fit Index
- RMSEA - Root Means Square of Error Approximation
- P-close - P of Close Fit

As depicted in Table 8, among the three latent exogenous variables, professionalism has the highest beta equal to .775, followed by school culture with .062, and organizational commitment with the weakest beta of -.116. This means that professionalism has the most substantial influence on the latent work behavior while school culture and organizational commitment have negligible impacts as reflected having nearly zero or negative beta values

Table 8

Direct and Indirect Effects of the Independent Variables on Work Behavior of Model 1

Variables	Direct Effect	Indirect Effect	Total Effect
Professionalism	.775	-	.775
Organizational Commitment	-.116	-	-.116
School Culture	.062	-	.062

Table 9
 Estimates of Variable Regression Weights in Generated Model 1

		Estimate	S.E.	Beta	C.R.	P-value
Work_Behavior	<--- Organizational_Commitment	-.116	.037	-.128	-3.178	.001
Work_Behavior	<--- Professionalism	.775	.052	.759	15.044	***
Work_Behavior	<--- School_Culture	.062	.029	.079	2.115	.034
WOE	<--- Professionalism	1.000		.827		
PRF	<--- Professionalism	1.054	.048	.896	21.832	***
PRC	<--- Professionalism	.983	.048	.857	20.511	***
PRE	<--- Professionalism	.860	.051	.744	16.751	***
NOC	<--- Organizational_Commitment	1.000		.766		
COC	<--- Organizational_Commitment	1.151	.075	.842	15.279	***
AFC	<--- Organizational_Commitment	1.046	.069	.805	15.088	***
SDE	<--- School_Culture	1.000		.876		
ACO	<--- School_Culture	1.091	.038	.974	29.064	***
POC	<--- School_Culture	1.008	.041	.869	24.575	***
TAP	<--- Work_Behavior	1.000		.862		
INC	<--- Work_Behavior	1.108	.045	.910	24.747	***
DEP	<--- Work_Behavior	.965	.047	.815	20.479	***
SWB	<--- Work_Behavior	1.016	.047	.837	21.429	***

Legend:

<i>PRE-professional ethos</i>	<i>COC-continuance commitment</i>	<i>TAP-task performance</i>
<i>PRC-professional challenge</i>	<i>NOC-normative commitment</i>	<i>INC-initiative/self-confidence</i>
<i>PRF-professional facilitation</i>	<i>POC-professional collaboration</i>	<i>DEP-dependability</i>
<i>WOE-work engagement</i>	<i>ACO-affiliative collegiality</i>	<i>SWB-social work behavior</i>
<i>AFC-affective commitment</i>	<i>SDE-self-determination/efficacy</i>	

The influence between latent variables and measured and latent variables is projected to exhibit regression weights as indicated in Table 9. Among the paths presented, only school culture has a p-value of .034, meaning that school culture does not significantly predict work behavior. However, considering the other paths having the p-values of less than .01 indicates that they are predictors of the variable they predicted. It can further be observed that among the three latent exogenous, work engagement is the strongest predictor of professionalism as its shows that it has beta > .759 and p-value < 0.01. In addition, organizational commitment significantly predicts work behavior having a p-value < .01

4.2 Generated Model 2

Figure 3. Structural Model 2 in Standardized Solution

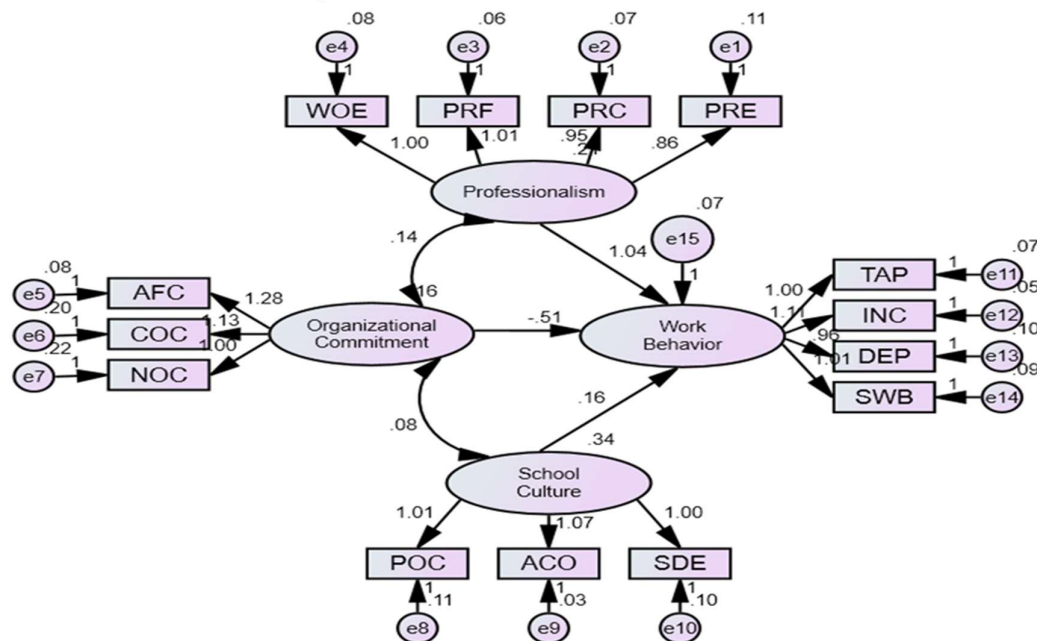


Figure 3 presents the Structural Model 2 in Standardized Solution showing the correlation between the latent exogenous variables, professionalism, organizational commitment, and school culture and its direct relation towards the latent endogenous variable, work behavior

Table 10
 Goodness of Fit Measures of Structural Model 2

Index	Criterion	Model-Fit Value
P-value	> 0.05	.000
CMIN/DF	0 < value < 2	7.456
GFI	> 0.95	.587
CFI	> 0.95	.901
NFI	> 0.95	.888
TLI	> 0.95	.875
RMSEA	< 0.05	.127
P-Close	> 0.05	.000

Legend:

- CMIN/DF - Chi-Square/Degrees of Freedom
- NFI - Normed Fit Index
- TLI - Tucker-Lewis Index
- CFI - Comparative Fit Index
- GFI - Goodness of Fit Index
- RMSEA - Root Means Square of Error Approximation
- P-close - P of Close Fit

Shown in Table 10 is the goodness of fit measures of Structural Model 2, which still shows a very poor fit having a CMIN/DF = 7.456 with its p-value = 0.000, RMSEA = 0.127, NFI = 0.888, TLI = 0.875, CFI = 0.901 and GFI = 0.587. It further signifies that Model 2 failed to meet all the criteria of the best model fit. This means that another model needs to be generated.

Table 11
 Direct and Indirect Effects of the Independent Variables on Work Behavior of Model 2

Variables	Direct Effect	Indirect Effect	Total Effect
Professionalism	1.035	-	1.035
Organizational Commitment	-.506	-	-.506
School Culture	.159	-	.159

Table 11 shows the direct and indirect effects of the independent variables on work behavior of the Model 2.

Among the three latent exogenous variables, professionalism showed the highest beta of 1.035. On the other hand, organizational commitment returned a negative beta of -.506. This means that professionalism remains to be the most significant influence on the latent work behavior. In contrast, organizational commitment and school culture are shown to have negligible impacts on the work behavior of the teachers as reflected by poor beta values.

Table 12
 Estimates of Variable Regression Weights in Generated Model 2

			Estimate	S.E.	Beta	C.R.	P-value
Work_Behavior	<---	Organizational_Commitment	-.506	.129	-.466	-3.913	***
Work_Behavior	<---	Professionalism	1.035	.108	1.094	9.581	***
Work_Behavior	<---	School_Culture	.159	.044	.216	3.633	***
WOE	<---	Professionalism	1.000		.846		
PRF	<---	Professionalism	1.013	.045	.881	22.512	***
PRC	<---	Professionalism	.948	.045	.845	21.037	***
PRE	<---	Professionalism	.855	.048	.756	17.703	***
NOC	<---	Organizational Commitment	1.000		.648		
COC	<---	Organizational_Commitment	1.132	.095	.711	11.950	***
AFC	<---	Organizational_Commitment	1.282	.094	.879	13.661	***
SDE	<---	School_Culture	1.000		.884		
ACO	<---	School_Culture	1.069	.036	.964	29.620	***
POC	<---	School_Culture	1.006	.040	.876	25.220	***
TAP	<---	Work_Behavior	1.000		.850		
INC	<---	Work_Behavior	1.106	.048	.900	23.210	***
DEP	<---	Work_Behavior	.965	.050	.799	19.268	***
SWB	<---	Work_Behavior	1.015	.050	.823	20.157	***

Legend:

<i>PRE-professional ethos</i>	<i>COC-continuance commitment</i>	<i>TAP-task performance</i>
<i>PRC-professional challenge</i>	<i>NOC-normative commitment</i>	<i>INC-initiative/self-confidence</i>
<i>PRF-professional facilitation</i>	<i>POC-professional collaboration</i>	<i>DEP-dependability</i>
<i>WOE-work engagement</i>	<i>ACO-affiliative collegiality</i>	<i>SWB-social work behavior</i>
<i>AFC-affective commitment</i>	<i>SDE-self-determination/efficacy</i>	

Table 12 shows the estimates of variable regression weights in generated model 2, showing the influence between latent variables and measured and latent variables is projected to exhibit regression weights as indicated in Table 12.

4.3 Generated Model 3

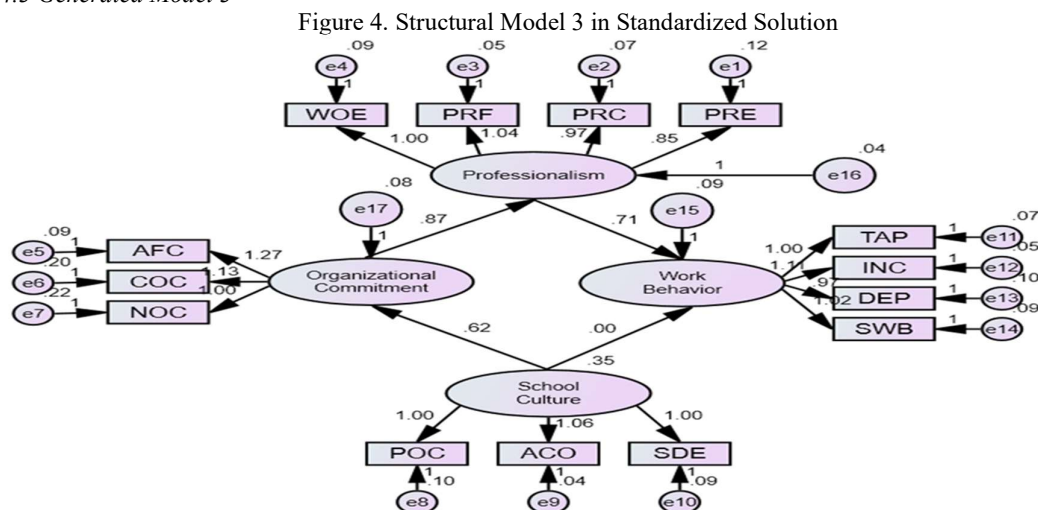


Figure 4 shows the Structural Model 3 in Standardized Solution, showing the direct causal relationship of the latent exogenous variables, namely professionalism, organizational commitment, and school culture, towards the latent endogenous variable, work behavior of teachers.

Table 13
 Goodness of Fit Measures of Structural Model 3

Index	Criterion	Model-Fit Value
P-value	> 0.05	.000
CMIN/DF	0 < value < 2	4.152
GFI	> 0.95	.627
CFI	> 0.95	.951
NFI	> 0.95	.937
TLI	> 0.95	.939
RMSEA	< 0.05	.089
P-Close	> 0.05	.000

Legend:

- CMIN/DF - Chi-Square/Degrees of Freedom
- NFI - Normed Fit Index
- TLI - Tucker-Lewis Index
- CFI - Comparative Fit Index
- GFI - Goodness of Fit Index
- RMSEA - Root Means Square of Error Approximation
- P-close - P of Close Fit

As presented in Table 13, Model 3 is studied using the standard criterion of the following goodness of fit indices: with Chi-square/Degrees of Freedom (CMIN/DF), Root Mean Square of Error Approximation (RMSEA), Normed Fit Index (NFI), Tucker Lewis Index (TLI), Comparative Fit Index (CFI), and Goodness of Fit Index (GFI). As reflected in the table, Model 3 shows a very poor fit having a CMIN/DF = 4.512 with its p-value = 0.000, RMSEA = 0.089, NFI = 0.937, TLI = 0.939, CFI = 0.951 and GFI = 0.627. It further signifies that Model 3 failed to meet all the criteria of the best model fit. This means that another model needs to be generated.

Table 14
 Direct and Indirect Effects of the Independent Variables on Work Behavior of Model 3

Variables	Direct Effect	Indirect Effect	Total Effect
Professionalism	.711	-	.711
Organizational Commitment	-	.619	.619
School Culture	-	.381	.381

Table 14 shows the direct and indirect effects of the independent variables on work behavior using Structural Model 3. It can be observed that among the three latent exogenous variables, only professionalism showed the strongest beta of .711. The other exogenous variables, organizational commitment and school culture have negligible impacts on the work behavior of the teachers as reflected having insignificant beta values.

Table 15
 Estimates of Variable Regression Weights in Generated Model 3

			Estimate	S.E.	Beta	C.R.	P-value
Organizational_Commitment	<-	School_Culture	.615	.045	.792	13.598	***
	--						
Professionalism	<-	Organizational_Commitment	.871	.062	.886	14.129	***
	--						
Work_Behavior	<-	School_Culture	.000	.045	.000	-.006	.995
	--						
Work_Behavior	<-	Professionalism	.711	.067	.729	10.679	***
	--						
WOE	<-	Professionalism	1.000		.839		
	--						
PRF	<-	Professionalism	1.040	.045	.896	22.973	***
	--						
PRC	<-	Professionalism	.970	.045	.857	21.352	***
	--						
PRE	<-	Professionalism	.846	.049	.742	17.133	***
	--						
NOC	<-	Organizational_Commitment	1.000		.700		
	--						
COC	<-	Organizational_Commitment	1.128	.080	.755	14.062	***
	--						
AFC	<-	Organizational_Commitment	1.267	.078	.892	16.291	***
	--						
SDE	<-	School_Culture	1.000		.889		
	--						
ACO	<-	School_Culture	1.056	.035	.957	30.545	***
	--						
POC	<-	School_Culture	1.003	.039	.879	25.670	***
	--						
TAP	<-	Work_Behavior	1.000		.855		
	--						
INC	<-	Work_Behavior	1.108	.047	.904	23.772	***
	--						
DEP	<-	Work_Behavior	.968	.049	.808	19.791	***
	--						
SWB	<-	Work_Behavior	1.016	.049	.829	20.639	***
	--						

Legend:

PRE-professional ethos

PRC-professional challenge

PRF-professional facilitation

WOE-work engagement

AFC-affective commitment

COC-continuance commitment

NOC-normative commitment

POC-professional collaboration

ACO-affiliative collegiality

SDE-self-determination/efficacy

TAP-task performance

INC-initiative/self-confidence

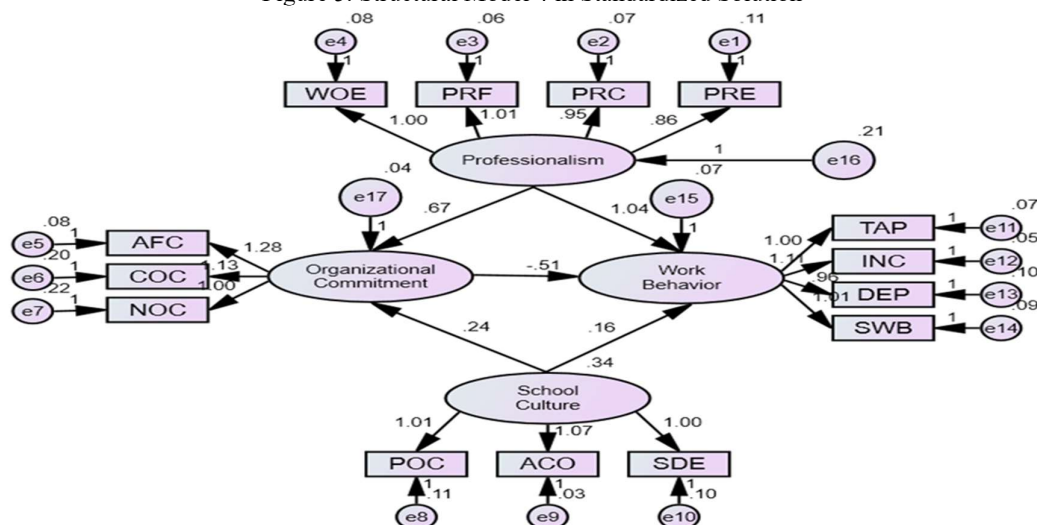
DEP-dependability

SWB-social work behavior

Table 15 shows the estimates of the variable regression weights from Structural Model 3. Among the paths presented on the table, only SCHOOL_CULTURE and WORK_BEHAVIOR does not significantly predict the work behavior of the teachers having a p-value > 0.01. However, considering other paths of this model having p-values < 0.01, it indicates that professionalism is the strongest predictor of work behavior having the highest beta value of 0.886.

4.4 Generated Model 4

Figure 5. Structural Model 4 in Standardized Solution



Shown on Figure 5 is the Structural Model 4, showing the direct causal relationship of the latent exogenous variables, namely professionalism, organizational commitment, and school culture towards the latent endogenous variable, work behavior of the teachers.

Table 16
 Goodness of Fit Measures of Structural Model 4

Index	Criterion	Model-Fit Value
P-value	> 0.05	.000
CMIN/DF	0 < value < 2	7.546
GFI	> 0.95	.587
CFI	> 0.95	.901
NFI	> 0.95	.888
TLI	> 0.95	.875
RMSEA	< 0.05	.127
P-Close	> 0.05	.000

Legend:

- CMIN/DF - Chi-Square/Degrees of Freedom
- NFI - Normed Fit Index
- TLI - Tucker-Lewis Index
- CFI - Comparative Fit Index
- GFI - Goodness of Fit Index
- RMSEA - Root Means Square of Error Approximation
- P-close - P of Close Fit

Table 16 shows the goodness of fit measures for Structural Model 4. The generated model still shows a poor fit, revealing CMIN/DF=7.546 with a p-value = 0.000, RMSEA = 0.127, NFI = 0.888, TLI = 0.875, CFI = 0.901, and GFI = 0.587. This signifies that Model 4 failed to meet the criteria of the best model; hence, there is a need to generate a new model.

Table 17
 Direct and Indirect Effects of the Independent Variables on Work Behavior of Model 4

Variables	Direct Effect	Indirect Effect	Total Effect
Professionalism	1.035	-.340	.695
Organizational Commitment	-.506	-	-.506
School Culture	.159	-.121	.038

On Table 17, professionalism shows the highest beta equal to 1.035, which means that professionalism has the highest influence towards the work behavior of the teachers.

Table 18
 Estimates of Variable Regression Weights in Generated Model 4

			Estimate	S.E.	Beta	C.R.	P-value
Organizational_Commitment	<---	School_Culture	.239	.030	.354	8.019	***
Organizational_Commitment	<---	Professionalism	.673	.057	.771	11.891	***
Work_Behavior	<---	School_Culture	.159	.044	.216	3.633	***
Work_Behavior	<---	Professionalism	1.035	.108	1.094	9.581	***
Work_Behavior	<---	Organizational_Commitment	-.506	.129	-.466	-3.913	***
WOE	<---	Professionalism	1.000		.846		
PRF	<---	Professionalism	1.013	.045	.881	22.512	***
PRC	<---	Professionalism	.948	.045	.845	21.037	***
PRE	<---	Professionalism	.855	.048	.756	17.703	***
NOC	<---	Organizational_Commitment	1.000		.648		
COC	<---	Organizational_Commitment	1.132	.095	.711	11.950	***
AFC	<---	Organizational_Commitment	1.282	.094	.879	13.661	***
SDE	<---	School_Culture	1.000		.884		
ACO	<---	School_Culture	1.069	.036	.964	29.620	***
POC	<---	School_Culture	1.006	.040	.876	25.220	***
TAP	<---	Work_Behavior	1.000		.850		
INC	<---	Work_Behavior	1.106	.048	.900	23.210	***
DEP	<---	Work_Behavior	.965	.050	.799	19.268	***
SWB	<---	Work_Behavior	1.015	.050	.823	20.157	***

Legend:

PRE-professional ethos

PRC-professional challenge

PRF-professional facilitation

WOE-work engagement

AFC-affective commitment

COC-continuance commitment

NOC-normative commitment

POC-professional collaboration

ACO-affiliative collegiality

SDE-self-determination/efficacy

TAP-task performance

INC-initiative/self-confidence

DEP-dependability

SWB-social work behavior

Table 18 shows the regression weights exhibited by the influence between the latent variables and between measured and latent variables. Of the paths presented in the model, professionalism, organizational commitment, and school culture significantly influence work behavior of the teachers. However, professionalism showed the highest impact showing the highest beta value of 1.094. This indicates that professionalism significantly explained work behavior of the teachers

4.5 Best Fit Model

Figure 6. Best Fit Model in Standard Solution

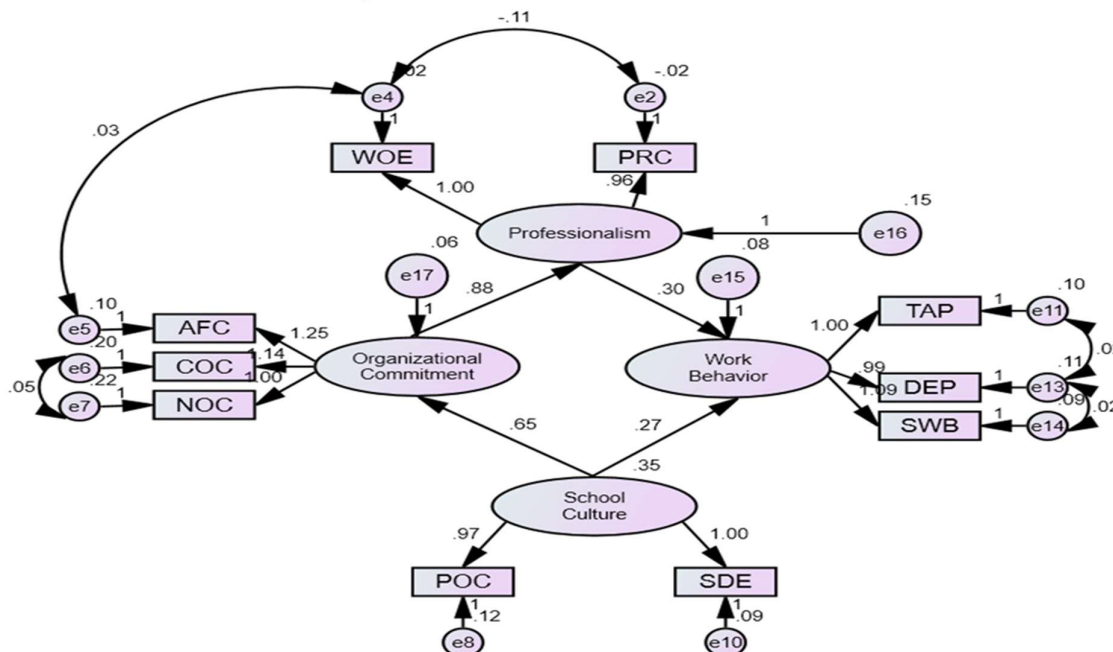


Figure 6 showed the hypothesized model which satisfied the criteria for the best fit model. The model apparently showed the interconnectedness between professionalism and school culture on work behavior. Professionalism has a direct relationship with work behavior. On the other hand, school culture also showed direct relationship with work behavior. The best fit model showed that two indicators were included. These results can be further explained by the idea of the University of Massachusetts (2020) that the way we carry ourselves, the attitude, and the ways we communicate with others can ensure successful interpersonal relationships and a lasting reputation in the organization. The above findings affirmed the theory of Vroom on the Theory of Expectancy that when properly followed, individuals are motivated to choose among various behavioral alternatives. To enhance the connection between performance and outcomes, teachers should use systems that tie rewards very closely to performance. This theory served as the basis in understanding work behavior, which is rooted from professionalism, organizational commitment, and school culture.

Table 19
 Goodness of Fit Measures of Best Fit Model

Index	Criterion	Model-Fit Value
P-value	> 0.05	.070
CMIN/DF	0 < value < 2	1.436
GFI	> 0.95	.982
CFI	> 0.95	.996
NFI	> 0.95	.986
TLI	> 0.95	.992
RMSEA	< 0.05	.033
P-Close	> 0.05	.887

Legend:

- CMIN/DF - Chi-Square/Degrees of Freedom
- NFI - Normed Fit Index
- TLI - Tucker-Lewis Index
- CFI - Comparative Fit Index
- GFI - Goodness of Fit Index
- RMSEA - Root Means Square of Error Approximation
- P-close - P of Close Fit

Reflected on Table 19, the model shows the best fit compared to the previous generated models. The fit indices passed the accepted values like a CMIN/DF = 1.436 with a p-value of 0.070, RMSEA = 0.033, TLI = 0.992, NFI = 0.986, CFI = 0.996, and GFI = 0.982, which signifies model fit. This means that this is the best model to explain work behavior of the teachers.

Table 20
 Direct and Indirect Effects of the Independent Variables on Work Behavior of Best Fit Model

Variables	Direct Effect	Indirect Effect	Total Effect
Professionalism	.298	-	.298
Organizational Commitment	-	.262	.262
School Culture	.265	.170	.435

Shown on Table 20 is the direct and indirect effects of the latent endogenous variables to the latent exogenous variable. Professionalism shows the highest beta value of 0.298, which means it brings the biggest impact towards work behavior of the teachers. In addition, school culture shows a beta value of 0.265, also showing an impact towards work behavior. However, organizational commitment shows a negligible impact on the work behavior of the teachers.

Table 21
 Estimates of Variable Regression Weights in Generated Best Fit Model

		Estimate	S.E.	Beta	C.R.	P-value
Organizational Commitment	<- School Culture	.648	.049	.837	13.128	***
Professionalism	<- Organizational Commitment	.877	.066	.719	13.305	***
Work Behavior	<- School Culture	.265	.076	.383	3.498	***
Work Behavior	<- Professionalism	.298	.112	.408	2.672	.008
WOE	<- Professionalism	1.000		1.040		
PRC	<- Professionalism	.956	.053	1.047	18.056	***
NOC	<- Organizational Commitment	1.000		.699		
COC	<- Organizational Commitment	1.136	.071	.760	16.030	***
AFC	<- Organizational Commitment	1.248	.082	.876	15.294	***
SDE	<- School Culture	1.000		.891		
POC	<- School Culture	.972	.049	.853	19.955	***
TAP	<- Work Behavior	1.000		.796		
DEP	<- Work Behavior	.987	.068	.767	14.456	***
SWB	<- Work Behavior	1.094	.074	.831	14.808	***

Legend:

PRC-professional challenge

WOE-work engagement

AFC-affective commitment

COC-continuance commitment

NOC-normative commitment

POC-professional collaboration

SDE-self-determination/efficacy

TAP-task performance

DEP-dependability

SWB-social work behavior

Table 21 shows the regression weights exhibited by the influence between latent variables and between measured and latent variables. Among the paths presented in this model, the paths between professionalism and work behavior, and the school culture and work behavior obtained a p-value less than 0.01. This indicates that professionalism and school culture significantly explained the work behavior of the teachers.

Table 22
 Summary of Goodness of Fit Measures of the Five Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	12.624	.540	.818	.806	.776	.171	.000
2	.000	7.456	.587	.901	.888	.875	.127	.000
3	.000	4.152	.627	.951	.937	.939	.089	.000
4	.000	7.546	.587	.901	.888	.875	.127	.000
5	.070	1.436	.982	.996	.986	.992	.033	.887

Legend:

CMIN/DF – Chi Square/Degrees of Freedom
GFI – Goodness of Fit Index
RMSEA – Root Mean Square of Error Approximation
NFI – Normed Fit Index
TLI – Tucker-Lewis Index
CFI – Comparative Fit Index

Presented on Table 22 is the summary of goodness of fit measures of the five generated models. Of the five generated models, Model 5 passed the criteria in assessing the best fit model, showing a p-value of 0.887, with CMIN/DF = 1.436, RMSEA = 0.033, TLI = 0.992, NFI = 0.986, CFI = 0.996, and GFI = 0.982. Hence, Model 5 is the best model that explains the work behavior of the teachers.

5. Conclusions and Recommendations

As perceived by public school teachers teaching the junior or senior high school level in the Davao Region, the level of professionalism is very high and is also evident on its indicators such as professional ethos, professional challenges, professional facilitation, and work engagement. The level of organizational commitment is high where its indicators like affective commitment, continuance commitment, and normative commitment obtained high rating. The level of school culture is very high where professional collaboration, affiliative collegiality, and self-determination / efficacy obtained very high rating. The level of work behavior is very high where task performance, initiative / self-confidence, dependability, and social work behavior obtained very high rating.

The test of correlation showed that there is significant relationship between professionalism, organizational commitment, school culture, and work behavior of public school teachers in the Davao Region. Professionalism, organizational commitment, school culture are significant predictors of work behavior of public school teachers.

In identifying the best fit model, the use of structural equation model strengthened the reliability and thoroughness of this research because the analysis goes through the steps of model specification, model estimation and model evaluation. With the five (5) generated models, Model 5 best fits work behavior of teachers. It is the most parsimonious model as it successfully passed all the convention of a reasonable fit. The success of teachers' work behavior can be related to a variety of factors. Other studies may have proposed these as signs of work behavior in the field of education. It is possible that other factors which manifest more extensively in the respondents were not among those included in the study. According to Chaudhary and Singh (2017), the model fit in the study is in consonance with the capacity to make a positive and vivacious effect on others by passing on thoughts and data plainly and powerfully. It entails arranging and organizing readily available approaches while employing relational skills to aid in the formation of appealing working relationships with others. Thus, the knowledge of work behavior that are dominant in a specific culture and environment would support organizers, administrators and professionals to create techniques in prosperity in a well-being management of a multi-cultural workforce.

Based from the findings and proposed conclusions, the researcher proposes the recommendations for the teachers in the public sector to continue to strengthen the level of professionalism, organizational commitment, school culture, and work behavior by revisiting policies centered on these variables. This may result to better a school, teacher, and students' outcomes.

It is also recommended to create and design professional development open opportunities for teachers to enhance the professionalism, organizational commitment, school culture. Empowering teachers in enhancing the said variables will give them a chance to show and express their creativity. Further, development activities may center on the development of 21st century skills for them to easily adapt to the present time.

Additionally, teachers may be sent to several trainings and seminars for them to connect to emergent technologies to deliver better learning pedagogies designed for the future. They may be exposed to strategies or approaches in meeting or implementing the 21st century skills as required in various integrations.

The administrations must also look into programs on maintaining teachers' professionalism and school culture to develop and to strengthen teachers' commitment to the organization. Further, intense monitoring and evaluation may be regularly conducted on teachers' work behavior particularly on their weaknesses in order to

address their challenges in the classroom and the organization itself. Additionally, the researcher suggests that all new and experienced instructors be given a thorough orientation or reorientation of the public school's code of ethics and DepEd's vision and mission. This recommendation focuses primarily on work behavior. Then, acknowledgement through social media, in-person interactions, and other methods that emphasize the struggles of devoted and loyal teachers. When it comes to the school level, monitoring, recognizing, and evaluating their performance can be done either quarterly by the principal or semestral by the education specialists with the assistance of their school heads, along with including scheduled events like conferences, teambuilding, and faith-sharing.

Lastly, for future researchers, to conduct more research with other teacher populations, specifically public schools to corroborate the results of this study. They may also employ other variables or factors that may influence teachers' personal effectiveness apart from the variables being used in this study.

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