

PATH ANALYSIS ON TEACHERS' WORK COMMITMENT AS INFLUENCED BY RESOURCEFULNESS, INITIATIVE AND ENCOURAGING CAPABILITIES

**NENITA A. VECINO
RICKY B. PANTE
SHARLYN LEE S. ARMSTRONG**

ABSTRACT

This study determined the relationship between teachers' resourcefulness, initiatives, encouraging capabilities, and work commitment. The descriptive-correlation research design was used in this study. A total of 300 teachers were selected using the random sampling technique. The results reveal that teacher-respondents manifest moderate level of resourcefulness; the level of teachers' initiative can be interpreted as in a high level; they have high level of encouraging capabilities and work commitment, meanwhile, there a significant relationship between resourcefulness and initiative capabilities with work commitment, initiative capabilities and work commitment. However, their encouraging capabilities exhibit positive low correlation to work commitment. Furthermore, the teachers' resourcefulness capabilities, initiative capabilities, and encouraging capabilities significantly influenced their work commitment. Thus, the best fit of work commitment was explored

Keywords: Teachers, Work Commitment, Resourcefulness, Initiative, Encouraging Capabilities, Path Analysis, Carmen District

INTRODUCTION

Teachers play a critical role in ensuring that students receive a high-quality education. They are well renowned for their role in educating the pupils under their supervision (Fraser & Walberg, 2015). Committed instructors are the essential players in bringing about significant improvements in students' lives. Teachers' motivation and performance are aided by their passion. These teachers are the ones who create the emotional climate in the classroom and school. Their students witness their behavior, and the impacts of their behavior can aid in the development of healthy learning habits in their students (Maiyani, 2017).

Teachers must accept a variety of personal commitments if they want to excel in the industry and leave a positive and lasting influence on their students (Keeling, 2017). McIntyre (2016) stated that it is critical to make a commitment. One of the most important actions of success is making a commitment to accomplish or support anything, whether in your personal or professional life.

Cited by Sodha (2019), occupational commitment is strongly linked to employee decisions to leave or stay in a job, but educational psychology researchers have done little to analyze the role of occupational commitment in employee decisions to leave the profession or the predictors and effects of teachers' dedication. Retention challenges came from a lack of vocational commitment. It is recommended that appropriate educational interventions be established concentrating on strategies to increase teacher efficacy so that instructors manifest high

commitment and retain in the organization while dealing with low commitment and challenges of teacher attrition.

Poor training and frequency of seminars, workshops, and professional development, ineffective involvement in school decision-making, ineffective communication, lack/poor training, incompetent head of schools, low salaries, lack of motivation, lack of security and compensation, poor working environment, and government interference in the teaching profession were all found to be barriers to teachers' teaching commitment in Mwesiga & Okendo (2018) study. Teachers' commitment to learning, the community, and their profession was low, according to the findings of Hussen et al., (2016), due to a low wage, low respect, a negative attitude about the teaching profession, and a lack of motivation and incentives. Many organizations are interested in the concept of commitment since it refers not only to the level of investment in an organization, but also to the strength of the bond between an employee and the organization. Teacher commitment is a key factor in teacher quality in schools. Organizational commitment has been found to be a primary factor of organizational performance or effectiveness according to research (Peretomode & Bello, 2018).

Commitment to the teaching profession, according to Collie (2021), relates to teachers' sense of connection and investment in the profession. It is advantageous to teachers' well-being when they feel devoted. Teachers' instructional style is also influenced by higher levels of work commitment, which results in more supportive and effective teaching. It is therefore critical to find strategies to encourage teachers' dedication - not only for individual instructors, but also for students and schools. This was the gap of the study in a local context that the researcher aimed to investigate on top of the aforementioned literature that relate to work commitment of teachers on which their capabilities on being resourceful, initiative, and encouraging were being considered to be the variables that relate to work commitment. There have been no studies made in the local context that the patterns of effect of resourcefulness, initiative, and encouraging capabilities of teachers to their work commitment.

FRAMEWORK

A general point of commitment theory is that the more individuals behave in a certain way toward an entity, the more attractive they feel toward that entity (Chang & Stansbie, 2018). There is a negative relationship between affective, normative, and continuance commitment and a member's intention to voluntarily leave an organization. In other words, low affective, continuance, and normative commitment increases the likelihood that a member will leave the organization, while high levels of affective, continuance, and normative commitment are related to high retention rates (Grimsley & Allison, 2015).

Commitment has multiple dimensions, including affective commitment, normative commitment, and sustained commitment. It represents a significant organizational problem. Although there was no unified standard for work commitment, it was a complex concept that included dimensions such as emotion, behavior, and outcome (Li, et al., 2021). Organizational commitment involves an active relationship with the organization such that individuals are willing to give something of them in order to contribute to the organization's progress. Employees with perceived high commitment take pride in considering themselves a part of an organization (Ogunsola et al., 2020). Organizational commitment is directly related to several organizational behavior factors such like absenteeism, turn over, and work performance. Organizations are striving to improve employees' motivation, engagement, and commitment; however, professional

commitment of an employee is inconsistent with organizational commitment. Therefore, organizations must work closely to improve organizational commitment through communication, teamwork, and job involvement (Aljbour, 2018).

Henri Tajfel's greatest contribution to psychology was social identity theory. Social identity is a person's sense of which they are based on their group membership(s). Tajfel (1979) proposed that the groups (e.g. social class, family, football team etc.) which people belonged to were an important source of pride and self-esteem. Groups give us a sense of social identity: a sense of belonging to the social world towards commitment to work (Abd Razak, 2007).

The board of education is one of the biggest and most sophisticated educational systems. This is an organization that for a long time it has played a constructive role in the survival and retention of human culture and civilization and today, also, it is like the cornerstone of the cultural, political, social and economical of every society.

Deep studies in the field of effective factors in the changes of the societies and their progress indicate that their glorious periods have always been symmetrical with their educational organization being dynamic and this organization has enjoyed having committed employees having conscience and being responsible. Based on this, taking into account the pivotal role of work commitment in the exploitation and the realization of the organization's goals, we should, first, study work and its value in the fulfillment of social goals and then the relation between work commitment with the proper performance of duties and responsibilities de lighted to individuals should be stud red

The board of education is one of the biggest and most sophisticated educational systems. This is an organization that for a long time it has played a constructive role in the survival and retention of human culture and civilization and today, also, it is like the cornerstone of the cultural, political, social and economical of every society. Deep studies in the field of effective factors in the changes of the societies and their progress indicate that their glorious periods have always been symmetrical with their educational organization being dynamic and this organization has enjoyed having committed employees having conscience and being responsible.

Based on this, taking into account the pivotal role of work commitment in the exploitation and the realization of the organization's goals, we should, first, study work and its value in the fulfillment of social goals and then the relation between work commitment with the proper performance of duties and responsibilities de lighted to individuals should be stud red that, ultimately, a clear picture of the right concept of the work commitment terminology can come into effect.

Further, the period of time that work commitment has entered the administrative culture of our country is since the time that there was an agreement about the inner commitment for observing the requirements in connection with the work it was agree upon (Moeen, 1981) provided that without any having any controlling system, the individual can perform his duties to the best of his abilities. Human work force needs reinforcement of work commitment and change in the work culture because committed human work force helps the organization to achieve its goals. If the work commitment is at its highest degree, we can assume having a society in which people of all walks of life try to do their duties to the best of the abilities (Donchali, 1998).

Finally, the inverse in the work commitment is directly related to the kind of perception they have of their employees. The awareness of the employees as to what kind of perception

the society has of them has an impact on the increase in work commitment. The better the organization's perception of its employees, the higher the employees' work commitment will be (Ledden et al., 2007).

METHODS

Research Design

The descriptive-correlation research design was used in this study. Using statistical data, correlational study aimed to identify the extent of a relationship between two or more variables. Relationships between and among a multitude of facts are sought and understood in this style of design. However, while this form of research will identify trends and patterns in data, it will not go so far in its analysis as to prove the reasons of these patterns. This sort of observational research does not rely on cause and effect. Only the data, relationships, and variable distributions are investigated. Rather than being modified, variables are simply recognized and examined as they occur in nature (Waters, 2017).

Responses on teachers' resourcefulness, initiatives, encouraging capabilities and work commitment, were presented using descriptive design. The relationship between linked variables was presented using correlational design.

Respondents

The respondents in this study are teachers in all districts of Carmen as follows: Carmen Central District, Carmen South District, Carmen North District, and, Carmen West District. The study covered three hundred (300) respondents.

The sampling method used was simple random sampling. A sample may be drawn in a number of ways. This study was primarily concerned with random samples, that is, samples in which the selected items are drawn at random from the population.

Instruments

Sets of survey questionnaires are used to gather data as follows: Teacher's resourcefulness scale was adopted from 8-item resourcefulness skills scale (RSS), Zausniewski & Bekhet (2011). Teacher's initiative questionnaire was adopted from ENQA Occasional Paper 14 – Quality Procedures in the European Association for Quality Assurance in Higher Education 2008, Helsinki. Teacher's encouraging capability questionnaire was adopted from motivational teaching strategies in a Brazilian AFL School by Xavier, J. (2005). Furthermore, Teachers' commitment scale was adopted from organizational commitment study in public schools by Kadyschuk (1997)

Statistical Tools

The data was interpreted using mean and frequency count to describe the respondent's replies on levels indicators of independent and dependent variables. In order to determine the level of link between correlated variables, simple linear regression was used. The relationships between a dependent variable and two or more independent variables were examined using path analysis to evaluate casual theories (Crossman, 2019). In this study, the dependent variables were the

work commitment, and the independent variables are resourcefulness, initiative and encouraging capabilities of the teacher-respondents

RESULTS AND DISCUSSION

Level of Teachers' Resourcefulness

Table 1 presents that teachers have a moderate level of resourcefulness based on the interpretation of the overall mean which is 2.63. The measure of the teachers' resourcefulness was taken from the two categories namely, personal resourcefulness and social resourcefulness. On the category of personal resourcefulness, the data on respective means shows that the teacher-respondents were undecided in terms of organizing daily activities (2.90), using positive talk (2.79), reframing the situation positively (2.78), changing from usual reaction (2.48), and exploring new ideas (2.41). The mean of 2.67 shows that the teacher-respondents were undecided in their personal resourcefulness. The category on social resourcefulness' data on means presents that the teacher-respondents were undecided also in exchanging ideas with others (2.62), relying on their family/friends (2.55), and in seeking help from professionals/experts (2.23).

The results show that the teacher-respondents manifest moderate level of resourcefulness. They practice resourcefulness in personally helping themselves and in seeking help from others at a moderate manner. The result implies that they were not highly resourceful individuals because they did not exert supplementary effort in their practice for personal and social resourcefulness. This description is in accordance with the theory of Rosenbaum (2015) that positive self-instructions, problem-solving techniques, deferred gratification, and other self-control skills are used by highly resourceful people. Teachers are said to be resourceful, according to Asiegbu & Okpala (2019) if they are able to apply all of the required skills, competences, and abilities to maximize learning outcomes and achievements, such that the results are observable in practical terms through the learner's behavior and performance.

Table 1.

Level of Teachers Resourcefulness

Indicators	Mean	Std. Deviation	Interpretation
A. Personal (Self-Help) Resourcefulness	2.67	.852	High
B. Social (Help-Seeking) Resourcefulness	2.55	1.041	High
Overall Mean	2.64	.713	High Level Teachers Resourcefulness

Level of Teachers' Initiative

Table 2 presents the level of teachers' initiative. It can be gleaned from the table that in the category of academic success, the teacher-respondents agree in the statements that they initiated funds to promote motivational teaching (mean of 3.67); initiated student evaluation (mean of 3.59); initiated continuing education for faculty (mean of 3.58); initiated institutional policy design, monitoring and implementation (mean of 3.57); and initiated program monitoring and

implementation (mean of 3.55). They were undecided with their responses in the statements about initiated professional development for pedagogy (mean of 3.40) and in initiated teaching awards for 'good' teachers or awards of remarkable QT initiated by teachers (mean of 3.08). The 3.46 mean in this category can be interpreted as they generally agree on the statements of the indicators about initiatives for academic success.

On the second category, being teacher, the respondents agree that they show support to organizations, management of programs at teacher's level (mean of 3.55); and they show support to organization, management of programs at institutional level (3.54). They were undecided on statements that they show support to teaching and learning environment (mean of 3.47); show support to student learning (mean of 3.47); and show support to students (mean of 3.37). The 3.48 mean in this category can be interpreted as they were generally undecided on the statements of the indicators about initiatives for being a teacher.

The overall mean of 3.63 on the level of teachers' initiative can be interpreted as in a high level. It means that teacher-respondents initiated much for academic success and much support for the activities related to being a teacher. The result implies that they can implement their ideas and creative approaches or opportunities to do their jobs better as a teacher. This corroborates with the description of Chisolm (2013) on what people with initiative are. People with initiative are "self-starters." They don't wait to be assigned something. They make things happen; they don't just participate in something that others made happen, they don't wait for others to do the work for them, make the things they are involved with better by adding something only they can bring, ask for what they want, do what needs to be done without being told to do it.

Table 2.
Level of Teachers Initiative

Indicators	Mean	Std. Deviation	Interpretation
A. Academic Success	3.46	.591	High
B. Being Teacher	3.48	.765	High
Overall Mean	3.63	.837	High Level of Teachers Initiative

Level of Teachers' Encouraging Capabilities

Table 3 presents the description on the level of encouraging capabilities of teachers. The teacher-respondents agree on the statements that they show students that they respect, accept and care about each of them (3.85 mean); make tasks challenging by including some activities that requires students to solve problems or discover something (3.68 mean); encourage students to select specific, realistic and short-term learning goals for themselves (3.65 mean); and give clear instructions about how to carry out a task by modeling every step that students will need to do (3.56 mean). On the other hand, they were undecided on being able to explain the importance of the class rules that they regard as important and how these rules enhance learning and then ask for the students' agreement (3.49 mean). The mean in this category of autonomy is 3.65 on which can be interpreted as they generally agree in most of the statements about their encouraging capabilities through the strategy of setting autonomy among students in the process of their learning.

On the second category of teachers' encouraging capabilities, the teacher-respondents agree in all of the statements which means that they establish a good relationship with my students (4.03 mean); create opportunities so that students can mix and get to know each other better (3.92 mean); use short and interesting opening activities to start each class (3.89 mean); introduce various lessons, interesting content and topics which students are likely to find interesting (3.81 mean); and they bring and encourage humor and laughter frequently in class (3.70 mean). The overall mean 3.87 in this category implies that the teacher-respondents were affirmative on the statements about their encouraging capabilities in terms of setting the climate in their respective classes.

On the third category, the teacher-respondents agree that they monitor students' accomplishment, and take time to celebrate any success or victory (4.07 mean); design tasks that are within the learners' ability so that they get to experience success regularly (3.86 mean); display the class goals on the wall and review them regularly in terms of the progress made towards them (3.62 mean); and they give good reasons to students as to why a particular activity is meaningful or important (3.61 mean). They were undecided in making sure grades reflect not only the students' achievement but also the effort they have put into the task (3.49). The overall mean in this category is 3.68 which reflects that they generally agree that they have exerted efforts in encouraging their students.

The grand mean of 3.73 means that the teacher-respondents have high level of encouraging capabilities. It implies that they were effective teachers as it can be reflected that they were very much capable of encouraging their respective students by giving autonomy to students, setting good class climate, and exerting much effort. The result is in concurrence with the description of Borich (2013) to what effective teachers are. They do not teach in front of the class doing a good demonstration on the extensive and deep content knowledge, they teach to promote and enhance learning. However, the result does not conform with the conclusion of Evans (2021) in his article that today, in an era when so many teachers, parents, and students feel discouraged and without hope, encouragement is desperately needed. While encouragement is not a new psychological idea, relatively few educators fully utilize this valuable concept. He recommended that based on mutual respect and dignity and on focusing on a person's strengths rather than weaknesses, the tools of encouragement are essential for creating a stimulating learning environment.

Table 3
Level of Teachers' Encouraging Capabilities

Indicators	Mean	Std. Deviation	Interpretation
Autonomy	3.65	.559	High
Climate	3.87	.633	High
Effort	3.68	.572	High
Overall Mean	3.73	.508	High Level of Teachers Encouraging Capabilities

Level of Teachers' Work Commitment

Table 4 presents the level of teachers' work commitment with three categories: commitment to teaching profession, commitment to teaching/learning, and commitment to school. In the category of commitment to teaching profession, they response in agreement on the statements indicating that they do their best work with difficult job assignment (3.63 mean); believe people in the profession of teaching have a real calling for their work (3.62 mean); and think that their profession, more than any other, is essential for society (3.56 mean). It can be

observed from the result that they were undecided on their responses on regularly reading the professional literature which comes from STF and other teacher associations (3.45 mean) and in having the passion for teaching profession they chose to work to (3.26 mean). The category mean of 3.45 denotes that the teacher-respondents were generally undecided on their commitment to teaching profession.

On the second category, commitment to teaching/learning, the teacher-respondents agree in all indicators stating that they make the most of their knowledge when teaching pupils (3.64 mean); know what their responsibilities are (3.59); were reachable by their learners on learning matters even beyond working hours (3.56 mean); know that they use their time well in teaching (3.55 mean); and maximize their resources for allowing a quality learning for their pupils (3.52 mean). The category mean of 3.44 depicts that they were largely undecided on their commitment to teaching/learning.

The category of commitment to school yields responses from the teachers that they agree on the statements indicating that they contribute ideas in making school progressive and competitive when it comes to academic and non-academic representations (3.72 mean); were willing to put in a great deal of effort beyond what is normally expected in order to help their school be successful (3.06 mean); support school activities sending representatives in competitions (2.98 mean); and really care about the future of their school (2.67 mean). It can be noted that they were neutral with their responses on their participation to invitations for meetings (3.41 mean). The category mean of 3.14 signifies that the teacher-respondents were undecided.

The overall mean of 3.55 presents that teachers have high level of work commitment. It implies that exhibit good qualities and accommodate the academic, social and emotional needs of their students. The result conforms with the hypothesis of Xuehui et al., (2018) that the passion teachers have reflects through their effectiveness. While in the classroom, they adapt to various learning styles and classroom dynamics by using superior classroom management techniques to create a healthy classroom environment which is safe, resourceful and productive.

Table 4.
Level of Work Commitment

Indicators	Mean	Std. Deviation	Interpretation
Commitment to Teaching Profession	3.45	.386	High
Commitment to Teaching/Learning	3.44	.407	High
Commitment to School	3.14	.437	High
Overall Mean	3.55	.436	High Level of Work Commitment

Relationship of Teacher’s Resourcefulness, Initiative, and Encouraging Capabilities towards their Work Commitment

The correlation analysis results are presented in Table 5. Two variables considered in this study – teacher’s resourcefulness and initiative capabilities both obtained negative correlation coefficients of -0.286 and -0.313, respectively which corresponds to low correlations. These two variables also recorded p-values of less than 0.05 level of significance implying significant relationships to work commitment. The negative relationship between teacher’s resourcefulness and work commitment implies that as teachers’ resourcefulness increases, work commitment of

teachers' decreases. This results is unique in this study and somewhat contradicts to the results of Semedo et al., (2016) where they discussed the positive interaction of affective commitment, job resourcefulness, and employees creativity. However, this negative relationship may be explained through the study of Genc (2016) where his analysis suggested an inverse relationship between resourcefulness and burnout levels of teachers implying that the more resourceful the teacher is, the more burnout he / she will be, and that their work commitment shall be affected. The significant relationship between initiative capabilities and work commitment coincides the results of Den Hartog & Belschak (2007) where he stressed that personal initiative is related to affective commitment of employees. However, in this study the relationship is negative implying that though teachers exhibit initiative, their work commitment may still be affected and becoming low. As suggested by Onukwu (2020), state policy shall be design that will make teaching job attractive so as to encourage high level commitment among teaching workforce. The Encouraging Capabilities of teachers' variable obtained an r-value of 0.353 which exhibits positive low correlation to work commitment of teachers, further, the p-value is less than 0.05 level of significance implying that the relationship is significant. This means that as encouraging capabilities of teachers' increases, work commitment also increases.

Table 5.
Relationship between the Variables

VARIABLES	R	p-value	Remarks
Resourcefulness Capabilities and Work Commitment	-.286**	.001	Significant
Initiative Capabilities and Work Commitment	-.313**	.000	Significant
Encouraging Capabilities and Work Engagement	.353**	.000	Significant

*Significant at .05 level

Table 6 shows the summary of multiple regression analysis. All of the three variables considered in the study obtained p-values of less than 0.05 and hence, significantly influenced work commitment of teachers. The regression model includes teacher's resourcefulness capabilities, initiative capabilities, and encouraging capabilities with obtained coefficients values of -0.159, -0.554, and 1.059, respectively. With a constant of 1.767, the regression model is

$$y = 1.767 - 0.159x_1 - 0.554x_2 + 1.059x_3$$

where,

$$x_1 = \text{resourcefulness capabilities}$$

$$x_2 = \text{initiative capabilities}$$

$$x_3 = \text{encouraging capabilities}$$

$$x_4 = \text{work commitment of teachers}$$

Although the three variable becomes predictors to work commitment of teachers, one important implication of this regression model is that increasing the encouraging capabilities by one standard deviation $r^2 = 0.337$ an an increase of 1.767 to the level of work commitment of teachers. Further, the , which reveals that 33.70% of the considered data in this study fit the regression model.

Table 6
Influence of Resourcefulness Capabilities, Initiative Capabilities, Encouraging Capabilities and Work Engagement

Variables	Unstandardize d Coefficients		Standardized Coefficient	T	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	1.767	.376		4.699	.000	
Resourcefulness Capabilities	-.159	.074	-.129	-2.162	.001	Significant
Initiative Capabilities	-.554	.087	-.395	-6.366	.000	Significant
Encouraging Capabilities	1.059	0.106	.500	-10.00	.000	Significant

Note: R=.580^a, R-square=.337, F=50.140, P>.05

Figure 2 is the diagram of the hypothesized path model 1 showing the interaction of the three independent variables to the dependent variable. As illustrated, resourcefulness, initiative, and encouraging capabilities has direct effects of -0.03, -0.19, and 0.29, respectively to the work commitment of teachers. The model obtained an r-square value of 0.12.

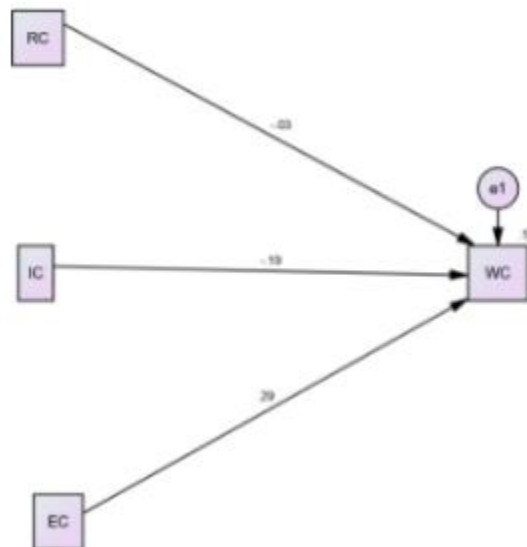


Figure 2. The Hypothesized Path Model 1

Table 7 presents the model fit values of hypothesized path model 1. Results failed to meet the value criteria for the eight indices. CMIN/DF is greater than 3.00, p-value and pclose are less than 0.05, rmsea is greater than 0.05, and NFI, TLI, CFI, and GFI are all less than 0.95. These results indicate that the hypothesized path model 1 is not a good fit. Hence, modification to the model is recommended.

Table 7 .Test Results of Hypothesized Path Model 1

MODEL FIT VALUES		
INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	16.418
P-value	>.05	.000
NFI	>.95	.334
TLI	>.95	-.361
CFI	>.95	.319
GFI	>.95	.929
RMSEA	<.05	.195
PCLOSE	>.05	.000

The hypothesized path model 1 is modified by connecting the correlation lines on the resourcefulness capabilities (RC) and initiative capabilities (IC) of the teachers. Similarly, correlation between initiative capabilities (IC) and encouraging capabilities (EC) is considered. The correlation coefficients are 0.00 (no correlation) and 0.39 (low correlation), respectively between RC and IC and IC and EC. The direct effects of RC, IC, and EC variables to work commitment of teachers' remains -0.03, -0.19, and 0.29, respectively. The r-square value of the model is now 0.08, lesser than in the hypothesized model 1 of 0.12. This modification is reflected in Figure 2.

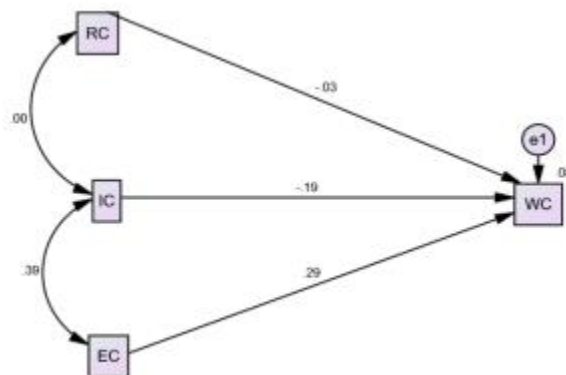


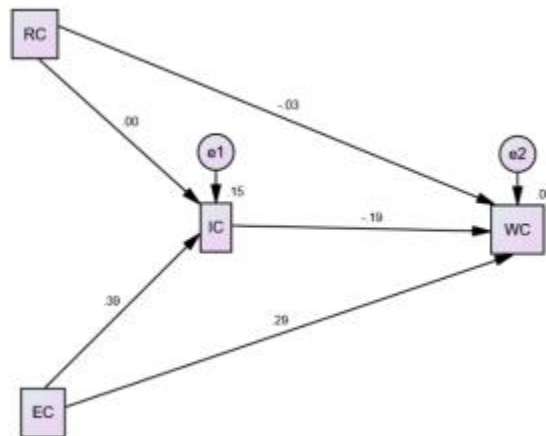
Figure 3. The Path Model 2

The model fit values of the path model 2 is presented in Table 8. The path model 2 failed to satisfy all of the standard values of the eight indices. CMIN/DF is greater than 3.00, p-value and P-CLOSE are less than 0.05, RMSEA is greater than 0.05, and NFI, TLI, CFI, and GFI are all less than 0.95. These results indicates that the modified path model 2 is not a good fit, and hence, further modification to the model will be made.

Table 8. Test Results of Path Model 2

MODEL FIT VALUES		
INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	48.161
P-value	>.05	.000
NFI	>.95	.349
TLI	>.95	-3.163
CFI	>.95	.306
GFI	>.95	.354
RMSEA	<.05	.397
PCLOSE	>.05	.000

Further modification to path model 2 is done by replacing the correlation lines between RC and IC and between IC and EC with the regression lines indicating direct effects of RC to IC as well as EC to IC. These two regression lines obtained a direct effect of 0.00 and 0.39, respectively. The modification made does not affect much on the previous path model 2. The direct effects of RC, IC, and EC variables to work commitment of teachers' still remains at -0.03, -0.19, and 0.29, respectively. The r-square value of the model also remains at 0.08.



This modification is illustrated in Figure 4.

The path model 3 in Figure 4 obtained model fit values outside the standard fit values, implying that the generated model is still not a good fit. As reflected in Table 9, CMIN/DF is greater than 3.00, p-value and PCLOSE are less than 0.05, RMSEA is greater than 0.05, and NFI, TLI, CFI, and GFI are all less than 0.95.

Table 9. Test Results of Path Model 3

MODEL FIT VALUES		
------------------	--	--

INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	48.161
P-value	>.05	.000
NFI	>.95	.349
TLI	>.95	-3.163
CFI	>.95	.306
GFI	>.95	.748
RMSEA	<.05	1.255
PCLOSE	>.05	.000

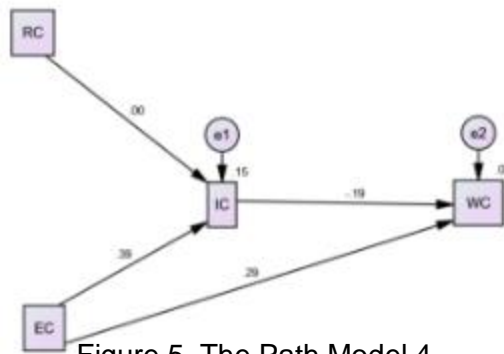


Figure 5. The Path Model 4

Figure 5 illustrates the path model 4. The regression line from RC to WC, with negative direct effect (-0.03) to WC in the previous path models is deleted. The direct effects of RC, IC, and EC variables to work commitment of teachers' remains at -0.03, -0.19, and 0.29, respectively. The r-square value of the model also remains at 0.08.

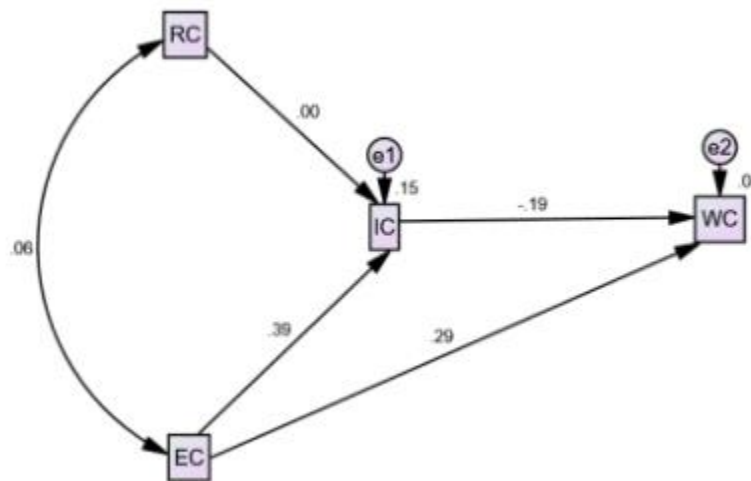
As reflected in Table 10, test results for the path model 4 still do not meet the desired criteria for each fit index being considered. The generated model fit values: for CMIN/DF is greater than 3.00, p-value and P-CLOSE are less than 0.05, RMSEA is greater than 0.05, and NFI, TLI, CFI, and GFI are all less than 0.95, implying not a good fit for path model 4. Hence, enhancement to the path model 4 is needed.

Table 10. Test Results of Path Model 4

INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	28.980
P-value	>.05	.000
NFI	>.95	.216
TLI	>.95	-1.470
CFI	>.95	.177
GFI	>.95	.748

RMSEA	<.05	.306
PCLOSE	>.05	.000

As shown in Figure 6, the enhancement made to the path model 4 is the addition of correlation line between RC and EC with coefficient of 0.06 implying negligible relationship between resourcefulness capabilities and encouraging capabilities of teachers. The direct effect of EC and RC to IC is 0.00 and 0.39, respectively with 15% of the considered data contributed to IC. The direct effects of IC and EC variables to work commitment (WC) of teachers' remains at -0.19 and 0.29, respectively. The r-square value of the path model remains at 0.08.



Best Fit Model of Work Commitment

Figure 6. The Path Model 5: Best Fit Model of Work Commitment

The path model 5 obtained model fit values within the standard criterion of each index. As presented in Table 11, CMIN/DF is now less than 3.00, p-value and PCLOSE are both greater than 0.05, RMSEA is less than 0.05, and NFI, TLI, CFI, and GFI are all greater than 0.95. This implies that we found the best fit model of work commitment in the path model 5.

Table 11
Test Results of Path Model 5

MODEL FIT VALUES		
INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	.697
P-value	>.05	.407
NFI	>.95	.996

TLI	>.95	1.007
CFI	>.95	1.000
GFI	>.95	.998
RMSEA	<.05	.000
PCLOSE	>.05	.512

In the path model 5, the correlation between RC and EC means that increasing any of these two variables would also mean an increase to the other. Although in a slight degree, enhancing the encouraging capabilities of teachers will also enhance their resourcefulness capabilities and vice versa. Resourcefulness capabilities do not affect initiative capabilities of teachers with coefficient of 0.00 direct effect, while encouraging capabilities influences initiative capabilities with 0.39 direct effect to IC, implying that increasing EC by one standard deviation would mean a 0.39 increase in IC level. Teachers' work commitment is directly influenced by encouraging capabilities by 0.09, which means that increasing the level of EC by one standard deviation would increase the level of work commitment by 0.29. However, IC has negative direct effect to WC, thus increasing IC by one standard deviation would mean a decrease of 0.19 to WC level of the teachers.

Among the three independent variables, only IC and EC have direct effects to WC with - 0.19 and 0.29, respectively, obtaining a total direct effect of 0.10. Meanwhile, RC has 0.00 indirect effect to WC through IC while EC has an indirect negative effect 0.0741 through IC giving a total indirect effect of -0.0741. Consequently, the total effect of RC, IC, and EC to WC is 0.0259.

Looking at the path model 5, if one wishes to increase the level of working commitment of teachers, it should be through enhancing their encouraging capabilities rather than through initiative and resourcefulness capabilities. This model obtained an r-square value of 0.08, implying that 8% of the data being considered fit to the path model 5.

CONCLUSIONS

In the light of the summary of findings in the study, the following conclusions were made. Teachers were not highly resourceful individuals because they did not exert supplementary effort in their practice for personal and social resourcefulness. Teachers can implement their ideas and creative approaches or opportunities to do their jobs better as a teacher. The teacher-respondents were effective teachers as it can be reflected that they were very much capable of encouraging their respective students by giving autonomy to students, setting good class climate, and exerting much effort. Teachers exhibit good qualities and accommodate the academic, social and emotional needs of their students. The negative relationship between teacher's resourcefulness and work commitment implies that as teachers' resourcefulness increases, work commitment of teachers' decreases. Though teachers exhibit initiative, their work commitment may still be affected and becoming low. As encouraging capabilities of teachers' increases, work commitment also increases. Increasing the encouraging capabilities would mean an increase to the level of work commitment of teachers. As resourcefulness, initiative, and encouraging capabilities increase, the work commitment of teachers also increases. The best fit model implies that to increase the level of working commitment of teachers, it should be through enhancing their encouraging capabilities rather than through initiative and resourcefulness capabilities.

REFERENCES

Asiegbu and Okpala (2019). Teacher Resourcefulness as a Key to Improving the use of Instructional Materials in Teaching and Learning of Mathematics in Primary Schools in Anambra State. *Multidisciplinary Journal of Education, Research and Development* 3(1) 2019.

Borich, G.D. (2013) "Observation skills for effective learning", 4th edit. Prentice Hall, UK.

Chang, S. and Stansbie, P. (2018). Commitment theory: do behaviors enhance the perceived attractiveness of tourism destinations? Accessed January 9, 2022 from <https://www.emerald.com/insight/content/doi/10.1108/TR-03-2017-0058/full/html>

Chisolm, A. (2013). Take Your Activities to the Next Level: Show Initiative! Accessed November 06, 2021 from <https://www.annaivey.com/iveyfiles/take-your-activities-to-the-next-level-show-initiative>

Crossman, A. (2019). Understanding Path Analysis. Accessed January 10, 2022 from <https://www.thoughtco.com/path-analysis-3026444>

Collie, R. (2021). Job supports to help boost teacher commitment. Accessed January 9, 2022 from https://www.teachermagazine.com/au_en/articles/job-supports-to-help-boost-teacher-commitment.

Commitment to work: Definition, importance and tips to improve work commitment. (2021). Retrieved December 18, 2021 from <https://www.questionpro.com/blog/commitment-to-work/>

Den Hartog, D.N. and Belschak, F.D. (2007), Personal initiative, commitment and affect at work. *Journal of Occupational and Organizational Psychology*, 80: 601-622. <https://doi.org/10.1348/096317906X171442>

Fraser, B. J., & Walberg, H. J. (2015). Research on teacher-student relationship and learning environments: Context, retrospect, and prospect. *International Journal of Educational Research*, 43, 103-109.

Genç, G. (2016). Learned Resourcefulness and Burnout Levels of English Teachers. In *International Journal of Psychology and Educational Studies* (Vol. 3, Issue 1, pp. 0–0). Medu Akademi. <https://doi.org/10.17220/ijpes.2016.01.001>

Grimsley S. and Allison, J. (2015). Organizational Commitment: Definition, Theory & Types. (2015, October 22). Retrieved from <https://study.com/academy/lesson/organizational-commitment-definition-theory-types.html>

Hussen, A., Tegegn, S. and Teshome, T. (2016). Teachers Professional Commitment towards Students Learning, their Profession and the Community in Eastern Ethiopian Secondary Schools. *Journal of Teacher Education and Educators* Volume/Cilt 5, Number/Sayı 3,

2016, 289-314. Accessed January 9, 2022 from
<http://jtee.org/document/issue11/MAKALE3.pdf>

Keeling, J. (2017). Commitment in the Teaching Profession. Accessed January 8, 2022 from
<https://www.teachhub.com/professional-development/2017/11/professional-commitment-in-the-teaching-profession/>

Li, Yonghui & Yang, Jiahui & Wu, Meifen & Wang, Jiaqi & Long, Ruyin. (2021). A Comprehensive Model of the Relationship between Miners' Work Commitment, Cultural Emotion and Unemployment Risk Perception. Sustainability. 13. 2995. 10.3390/su13052995.

Maiyani, N. (2017). Committed Teacher: Teacher Commitment and Dedication to Student Learning. International Journal of Research and Analytical Reviews. VOLUME 4 | ISSUE 4 | OCT. – DEC 2017. e ISSN 2348 –1269, Print ISSN 2349-5138. Accessed January 8, 2022 from http://ijrar.com/upload_issue/ijrar_issue_497.pdf.

Mwesiga, A. and Okendo, E. (2018). Levels of Teachers Commitment to the Teaching Profession in Secondary Schools in Kagera Region, Tanzania. Research on Humanities and Social Sciences. ISSN 2224-5766 (Paper) ISSN 2225-0484 (Online). Vol.8, No.14, 2018. Accessed January 8, 2022 from <https://core.ac.uk/download/pdf/234676385.pdf>.

Ogunsola, Kazeem & Fontaine, Rodrigue & Jan, Mohammad. (2020). Sustaining Teachers' Organizational Commitment: A Glimpse on Spiritual Intelligence Paradigm. International Journal on Studies in Education. 1. 21-32. 10.46328/ijonse.2.

Onukwu, James. (2020). Teachers' and job commitment: conceptualizing Meyer and Allen's multidimensional model in Bayelsa State Public Secondary Schools.

Peretomode, V. and Bello, S. (2018). Analysis of Teachers' Commitment and Dimensions of Organizational Commitment in Edo State Public Secondary Schools. Journal of Educational and Social Research. Vol 8 No 3 September 2018. E-ISSN 2240-0524 ISSN 2239-978X. Accessed January 9, 2022 from
<http://archive.sciendo.com/JESR/jesr.2018.8.issue-3/jesr-2018-0034/jesr-2018-0034.pdf>

Rosenbaum, M. (2015). Learned resourcefulness: On coping skills, self-control and adaptive behavior. New York: Springer Publishing Company.

Semedo, A.S.D., Coelho, A.F.M. and Ribeiro, N.M.P. (2016), "Effects of authentic leadership, affective commitment and job resourcefulness on employees' creativity and individual performance", Leadership & Organization Development Journal, Vol. 37 No. 8, pp. 1038-1055. <https://doi.org/10.1108/LODJ-02-2015-0029>

Sodha, D. (2019). Teacher commitment: Impact and challenges. International Journal of Education, Modern Management, Applied Science & Social Science (IJEMASSS) ISSN : 2581-9925, Volume 01, No. 03, July - September, 2019, pp.49-53. Accessed January 8, 2022 from <https://inspiraajournals.com/uploads/Issues/1642089141.pdf>

Xuehui, A., Emily C. H. & Tanja, S. (2018). Teaching quality and student outcomes: academic achievement and educational engagement in rural northwest China, Gansu Survey of Children and Families Papers.