

Predicting Effect of Job Security, Instructional Strategies and Organizational Commitment on Teacher Performance: A Path Analysis

Mary Ann T. Cagubcub¹ and Mark Raymond S. Tan²

¹Teacher 1, Matangad National High School, Division of Misamis Oriental, Philippines

²Associate Professor V, City College of Cagayan de Oro, Philippines

Abstract— Teacher performance is crucial for career progression within the Department of Education, demonstrating teachers' commitment to effective instruction and job security to meet organizational goals. Therefore, this study aimed to provide valuable insights into the predictive effects of job security, instructional strategies, and organizational commitment on teachers' performance using path analysis. A quantitative research design was employed, involving 161 respondents and adopted research instruments. Mean and standard deviation, multiple regression, and path analysis were the statistical tools used to examine the relationships among the variables. The findings revealed that respondents frequently experienced job security in the workplace and were highly committed to their assigned schools. Additionally, interactive and experiential instructional strategies were consistently implemented in lesson delivery. The regression analysis indicated that job resources, along with interactive and experiential instructional strategies, were positively associated with teaching performance, suggesting that providing adequate resources to educators and incorporating these strategies into their teaching methods may lead to better performance. The path analysis showed that job security had a positive and significant effect on organizational commitment, and there was a significant positive relationship between instructional strategies and teachers' performance. The relationship between job security and teachers' performance was minimal in this study, while effective instructional strategies improved teachers' performance. Overall, the results suggest that effective teaching practices are closely tied to enhanced performance outcomes, corroborating findings that noted well-prepared teachers significantly contribute to student achievement. The implications of these findings highlight the importance of fostering job security to enhance organizational commitment and adopting effective instructional strategies to improve teacher performance. Educational institutions may benefit from focusing on these aspects to create a more committed and effective workforce.

Keywords— Committed Workforce, Educational Institutions, Improved Performance, Professional Development, Regression Analysis

1. INTRODUCTION

Teaching is both a deeply fulfilling and highly demanding profession, requiring educators to navigate multiple responsibilities. Teachers must possess a blend of expertise, patience, and commitment as they work to uphold the academic standards set by the Department of Education. At the same time, they must adapt to the unique learning needs of their students, many of whom face diverse challenges. Balancing these expectations calls for creativity, resilience, and a genuine passion for shaping young minds. The teaching profession is a cornerstone of educational systems in the Philippines and worldwide, and the performance of teachers significantly impacts student outcomes and overall school effectiveness (Burroughs et al., 2019). Beyond its impact on student learning, teaching performance also plays a key role in career advancement and other professional benefits like: award, recognition, and bonuses within the Department of Education.

Recognizing this, the government has taken steps to motivate and support teachers, including salary increases aimed at improving performance despite the challenges they face.

With this, the Results-Based Performance Management System (RPMS) Manual for teachers and School Heads were developed in line with the Philippine Professional Standards for Teachers (PPST). This RPMS manual covers the Individual Performance Commitment and Review Form (IPCRF). IPCRF is a tool used to assess the government employees to rate the work done over the year. However, RPMS is a systematic mechanism to manage, monitor, and measure performance, and identify human resource needs and organizational need to enable continuous improvement of employment and individual growth (DepEd). To ensure accountability, school heads closely monitor and assess teachers through the Individual Performance Commitment

Review Form (IPCRF), identifying both strengths and areas for improvement. However, this evaluation process often places a heavy emphasis on paperwork, which can be burdensome for some teachers. While some excel in documentation, others find it challenging, leading to disparities in performance ratings—even when both are equally dedicated to their work. This issue has contributed to the growing number of teachers seeking opportunities abroad in search of better working conditions and career prospects (Pama, 2023). Given these challenges, schools must find ways to retain skilled educators and create a more balanced evaluation system that recognizes both teaching quality and administrative tasks.

In addition, job security is a critical factor that affects teachers' performance (Tarraya, 2023). According to recent studies, teachers who feel secure in their positions are more likely to be engaged, motivated, and committed to their work. Tarraya (2023) further explained that this sense of security allows them to focus on their teaching responsibilities without the distraction of job-related uncertainties. Conversely, a lack of job security can lead to stress, decreased motivation, and ultimately, lower performance levels (Steiner & Woo, 2021). Moreover, instructional strategies are another key element that influences teachers' performance. Effective teaching methods can enhance student learning outcomes and improve teachers' job satisfaction (Francisco & Celon, 2020). Research has shown that teachers who employ a variety of instructional strategies are better able to meet the diverse needs of their students, leading to higher levels of student achievement and teacher effectiveness (Magsucang et al, 2020).

Furthermore, organizational commitment is also a significant predictor of teacher performance. Teachers who are committed to their schools and organizations are more likely to go above and beyond their job requirements, contributing to a positive school environment and improved student outcomes. This commitment can be fostered through supportive leadership, professional development opportunities, and a positive school culture (Cabigo, 2019). The results of this inquiry have important inferences for school policy and practice. By recognizing the vital predictors of teachers' performance, lawmakers and stakeholders responsible for driving change in the school can create specific solutions to enhance job security, improve instructional strategies, and foster organizational commitment. These interventions can ultimately lead to

better teacher performance and, consequently, improved student outcomes.

2. METHODOLOGY

This research adopted the quantitative research design with the integration of simple path analysis. The study was conducted in the public secondary schools in the Division of Misamis Oriental for the Academic Year 2024–2025. The stratified random sampling technique was used and respondents were randomly selected as long as the teacher-participants rendered 1 year or more in the Department of Education. The sample size of 161 derived from the overall population of 274 participants using the Cochran Formula.

The research instrument was structured into four main parts. Part I investigated the Job Security which comprised of twenty distinct components that are categorized into two primary domains: job demands and job resources. Part II underscored Instructional Strategies, measured through three distinct methodologies: direct instruction, interactive instruction, and experiential learning. Part III evaluated the Organizational Commitment, which was categorized into three specific components: Affective Commitment, Continuance Commitment, and Normative Commitment.

For this study, certain terms had been modified—for instance, replacing the term “organization” with “school” to reflect the educational context more accurately. In the measurement of affective organizational commitment, items which negatively stated were scored reversely.

The final part delved into the Teacher Performance, following the framework established from the Individual Performance Commitment and Review Form (IPCRF) of the Department of Education. This section measured how the teachers perform their duties in the following key results areas (KRA): content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and personal growth and professional development.

The study employed statistical tools like mean, standard deviation, and multiple linear regression. In addition, path analysis was utilized to investigate the predictive relationships among various independent variables and their capacity to forecast the dependent variable.

RESULTS AND DISCUSSION

This section presents the results of the study. The discussion flow is according to the order of the statement of the problem of this study.

Respondents' Job Security

Table 1 provides insight into respondents' perceptions of job security, highlighting two key indicators: job demand and job resources.

Table 1. Respondents' Perception on their Job Security

Dimensions	Mean	SD	Description
1. Job Demand	2.60	0.89	Often experienced
2. Job Resources	3.07	0.62	Often experienced
Overall	2.83	0.76	Often experienced

Legend: 3.25-4.00 / Always experienced: 2.50 - 3.24 Often experienced

1.75-2.49 Sometimes experienced / 1.00 - 1.74 Rarely experienced

The results showed a generally positive perception of job security among employees, as evidenced by the overall mean score of 2.83 (SD=0.76) suggested that while respondents view their job security positively, a significant gap remains that organizations may need to address to foster a more secure environment for their employees (Bakker & Demerouti, 2017). Furthermore, the data indicated that the mean score for job demand was 2.60, with a standard deviation of 0.89, indicating that respondents often perceive demands in their roles that could impact their sense of security. These factors significantly contributed to workplace stress and can lead to negative outcomes, including burnout, decreased job satisfaction, and increased absenteeism (Leka & Cox, 2018). Another burden that the teachers in the field experienced were the administrative tasks. With this, former DepEd Secretary Sara Duterte signed the policy on the removal of administrative tasks of Public School Teachers (D.O No.002, s. 2024).

Conversely, job resources received a higher mean score of 3.07, with a lower standard deviation of 0.62, suggesting that respondents always felt supported by the resources available to them in their jobs. In fact, the government is committed to provide enough resources for the teachers in the field to show full support. In the

Department of Education, enough funds were allocated for each school for their maintenance and other operating expenses (MOOE). This expense includes the teaching and learning materials for the teachers to deliver the lesson effectively. The findings provided insight into how various job resources contribute to employees' perceptions of job security. With this, organizations should prioritize fostering a supportive environment, ensuring resources are available, and enhancing communication about job security to maintain a motivated workforce (Garcia & Roberts, 2023).

The implications of these findings are profound. Organizations must recognize the balance between job demands and resources to enhance employees' perceptions of job security. High job demands can lead to stress and burnout if not managed appropriately, which may ultimately impact productivity and retention (Schaufeli & Bakker, 2017). Employers can promote a healthier work environment by investing in job resources such as training, support systems, and proactive communication. Moreover, enhancing employees' perceptions of job security can increase job satisfaction, organizational commitment, and overall performance (Sverke et.al., 2018).

Respondents' Instructional Strategies

Table 2 indicates the respondents' perceptions of various instructional strategies employed in educational settings.

Table 2. Respondents' Perception on Instructional strategies

Dimensions	Mean	SD	Description
1.Direct Instruction	3.25	0.67	Always Practiced
2.Interactive Instruction	3.73	0.47	Always Practiced
3.Experiential Learning	3.56	0.52	Always Practiced
Overall Mean	3.51	0.55	Always Practiced

Legend: 3.25 - 4.00- Always practiced / 2.50 - 3.24- Often practiced / 1.75 - 2.49- Sometimes practiced / 1.00 - 1.74- Rarely practiced

The overall mean score of 3.51 (SD=0.55) demonstrated a generally positive perception of instructional strategies among respondents and indicates that a blend of methods is likely viewed as beneficial. This finding highlighted educators' need for diverse instructional strategies to foster an inclusive and effective learning environment. The highest mean score was 3.73 (SD=0.47) in the interactive instruction. These results suggested that interactive instruction was the most favored approach, indicating that learners likely appreciated actively engaging in learning. The result was consistent with educational theories advocating active learning, such as constructivism, where knowledge is constructed through social interactions (Vygotsky, 1978). In contrast, while direct instruction received the lowest mean score, at 3.25, its interpretation as "always practiced" implied that it remained an

essential component of teaching despite potentially perceived limitations regarding learner engagement (Hattie, 2019).

The implications of these results suggested that a continued focus on interactive and experiential learning methods can lead to enhanced student engagement and knowledge retention (Freeman et al., 2020).

Therefore, educators should integrate various instructional strategies, ensuring that direct instruction complements more engaging methods to address different learning styles and needs.

Respondents' Organizational Commitment

Table 3 exhibits the respondents' perceptions of organizational commitment.

Table 3. Respondents' Perception on their Organizational Commitment

Dimensions	Mean	SD	Description
1. Affective Commitment	2.54	0.9	High Commitment
2. Continuance Commitment	2.69	0.839	High Commitment
3. Normative Commitment	2.87	0.8456	High Commitment
Overall	2.70	0.86	High Commitment

Legend: 3.25-4.00 Very High Commitment 2.50-3.24 High Commitment
1.75-2.49 Low Commitment 1.00-1.74 Very Low Commitment

The indicated overall mean score of 2.70 (SD=0.86) emphasized that employees generally feel a strong commitment to their organization across these dimensions. Normative commitment, which involves a sense of obligation to remain with the organization, scored the highest mean score among the three at 2.87 (SD=0.85), aligning with high commitment. While, affective commitment, which reflected an emotional attachment to the organization, had the lowest mean score of 2.54 (SD=0.90), indicating that employees often experience this type of commitment.

The implications of these findings are significant for organizational leadership and human resource management. High levels of commitment, particularly normative commitment, suggest that employees feel a sense of loyalty, which can enhance job satisfaction and reduce turnover intentions (Meyer & Allen, 2019).

Organizations that foster an environment conducive to these commitment forms may benefit from increased productivity and employee engagement. However, the variations in mean scores point to potential areas of improvement.

Respondents' Performance in the Workplace

Table 4 reflects the respondents' perceptions of their performance across various indicators in the workplace.

The consistently high scores across indicators resulted in an overall mean of 4.34, with a description of outstanding, indicating a strong consensus regarding the effectiveness of practices in content knowledge, learning environment, curriculum planning, assessment, and professional development.

The result strongly aligned with contemporary educational standards that advocate for a holistic and integrated approach to teaching and learning (Freeman and McCormick, 2019).

The highest rating, 4.41, was assigned to Personal Growth and Professional Development, suggesting that the respondents felt confident in their commitment to enhancing their skills and knowledge, which is crucial for maintaining teaching efficacy (Hattie & Donoghue, 2021).

Table 4. Respondents' Perceptions of their Performance in the Workplace

Statement	Mean	SD	Description
Content Knowledge & Pedagogy	4.35	0.74	Outstanding
Learning Environment & Diversity	4.37	0.68	Outstanding
Curriculum & Planning	4.24	0.73	Outstanding
Assessment & Reporting	4.31	0.72	Outstanding
Personal Growth & Professional Development	4.41	0.69	Outstanding
Overall	4.34	0.71	Outstanding

Legend: 4.20-5.00 / Outstanding: 3.40-4.19 / Very Satisfactory: 2.60-3.39 / Satisfactory: 1.80-2.59 / Unsatisfactory: 1.00-1.79 Poor

Learning Environment & Diversity received a mean of 4.37, underscoring an emphasis on inclusive practices, which is vital in today's diverse educational landscape (Davis, 2020). The implications of these findings suggested that continuous professional development is being effectively implemented, which is shown to impact student outcomes positively (Darling-Hammond et al., 2020). Furthermore, the strong emphasis on creating a supportive learning environment highlights a growing awareness of the importance of diversity and inclusivity in classroom settings.

On the other hand, future efforts should continue to build on these strengths while exploring avenues for further

improvement in curriculum planning and assessment practices, areas that, while rated positively, could benefit from targeted feedback.

Curriculum planning involves several individuals; it is a group tasks. Mangkunegara (2016) explained that performance can be understood as the outcomes of tasks completed by an individual or an organization with a specified time frame.

Job Security Predict Teachers' Performance

Table 5 presents a regression analysis examining the relationship between job security and teachers' performance.

Table 5. Regression Analysis using Job Security Predicts Teachers' Performance

Model Coefficients-Teaching Performance						
Predictor	Estimate	Stand. Estimate	t	P	Decision	Interpretation
Intercept	3.437		8.28	<.001		
Job Demand	-0.155	-0.156	-2.07	0.040		Significant
Job Resources	0.424	0.277	3.68	<.001	Reject the H01	Significant

R= 0.326, p<0.001

The result showed an R value of 0.326, which indicated a moderate predictor to teachers' performance, and the ($p < .001$), which was highly statistically significant; therefore, the null hypotheses number 1 was rejected. This suggested that job security was statistically significant in the teachers' performance.

These findings underscored the critical balance between job demands and job resources in the educational environment. Enhancing job resources while managing demands could improve teaching quality and student outcomes.

Research supports the notion that supportive work environments contributed to higher job satisfaction and performance (Bakker & Demerouti, 2018). Furthermore, Jiang and Probst (2021) argued that job security boosts motivation, resulting in better teaching

outcomes by providing a stable work environment that allows faculty members to concentrate on their academic duties. Similarly, Safdar et al. (2020) found that job security fosters a sense of organizational commitment, which is essential for enhancing teaching quality.

Consequently, educational institutions should focus on policies that alleviate excessive job demands and bolster available resources to foster an optimal teaching environment.

Instructional Strategies Predict Teachers' Performance

Table 6 presents the regression analysis which examined the predictive relationships between various instructional strategies and teachers' performance.

Table 6. Regression Analysis using Instructional Strategies to Predict Teachers' Performance

Predictor	Estimate	Stand. Estimate	t	p	Decision	Interpretation
Intercept	1.123		2.60	0.010	Reject the H02	
Direct	0.118	0.106	1.46	0.148		Not Significant
Interactive	0.301	0.197	2.09	0.038		Significant
Experiential Learning	0.480	0.318	3.27	0.001		Significant

R= 0.521, p <0.001

The analysis yields an R value of 0.521, indicating a moderate to strong predictor to teachers' performance, and the ($p < .001$), which was highly statistically significant; therefore, the null hypotheses number 2 was rejected. The results implied that instructional strategies have a significant and meaningful impact teachers' performance. In addition, the intercept had a coefficient of 1.123 ($p = 0.010$) which implied a significant baseline level of teaching performance when no instructional strategies were applied. The results suggested that inherent factors contributed to performance not captured by the strategies measured. The analysis revealed that while some instructional strategies, like interactive and experiential learning, showing promising contributions to teachers' performance, others, like direct instruction,

may require further study to ascertain their effectiveness.

These findings underlined the need for educators to incorporate interactive and experiential elements in their teaching approach to foster better performance, ultimately benefiting student learning outcomes (Gordon & Tschannen-Moran, 2017).

Organizational Commitment Predict Teachers' Performance

Table 7 presents the results of a regression analysis to determine how different dimensions of organizational commitment influence teachers' performance.

Table 7. Regression Analysis using organizational commitment to predict teachers' performance

Predictor	Estimate	Stand. Estimate	t	p	Decision	Interpretation
Intercept	4.581		12.979	<.001	Failed to reject H03	
Affective Commitment	-0.219	-0.172	-1.832	0.069		Not Significant
Continuance Commitment	0.006	0.006	0.062	0.950		Not Significant
Normative Commitment	0.104	0.081	0.987	0.325		Not Significant

R= 0.169, p <0.205

The analysis yielded the R value of 0.169, indicating a very weak predictor between organizational commitment and teachers' performance.

However, the computed p-value was greater than the standard significance level of 0.05. This means that it was not statistically significant; therefore, the null hypotheses 3 was accepted.

The results suggested that organizational commitment does not predict teachers' performance in this context. This means that respondents' loyalty has nothing to do with enhancing their performance; instead, it is just to survive in life.

The implications of these findings are noteworthy for educational leadership, emphasizing the development of

a supportive organizational culture that fosters affective commitment could enhance teacher performance.

Beckman and Stanko (2020) emphasize that appreciation and recognition play vital roles in this process, suggesting that schools should actively express gratitude for the dedication exhibited by their educators.

As such, school leaders must develop effective strategies to manage and sustain teachers' organizational commitment.

Independent Variables that Best Predict Teachers' Performance

Table 8 illustrates a measurement model highlighting the direct effects of three key variables on their impact on Teacher Performance.

Table 8. Measurement Model for Direct Effects

Variable 1	Variable 2	Estimate	SE	z	p	Decision	Interpretation
Job Security	Instructional Strategies	0.02	0.01	1.73	0.084	Reject the H04	Not Significant
Job Security	Organizational Commitment	0.16	0.03	6	<.001		Significant
Job Security	Teacher Performance	-0.01	0.03	-0.38	0.707		Not Significant
Instructional Strategies	Organizational Commitment	-0.01	0.01	-1.14	0.253		Not Significant
Instructional Strategies	Teacher Performance	0.08	0.02	3.72	<.001		Significant
Organizational Commitment	Teacher Performance	-0.05	0.02	-1.83	0.068		Not Significant

Firstly, the path from Job Security to Organizational Commitment showed a positive and significant estimate of 0.16 (SE = 0.03, $p < 0.001$), indicating that higher job security is associated with increased organizational commitment among teachers. This finding aligned with existing literature, suggesting that their organizational commitment was enhanced when educators feel secure in their jobs (Bakker & Demerouti, 2017). In contrast, the relationship between Job Security and Teacher Performance was negligible, with an estimate of -0.01 (SE = 0.03, $p = 0.707$), suggesting that feelings of job security do not directly enhance teacher performance in this context. Examining the effects of Instructional Strategies, a significant positive relationship between Instructional Strategies and Teacher Performance (estimate = 0.08, SE = 0.02, $p < 0.001$) has been observed. This insight underscored the importance of effective instructional strategies in enhancing teacher performance, corroborating the views of Hattie (2009), who emphasized the critical role of teaching methods in

educational outcomes. However, the relationship between Instructional Strategies and Organizational Commitment yielded a non-significant result (estimate = -0.01, SE = 0.01, $p = 0.253$), which may imply that while instructional strategies effectively boost performance, they do not necessarily translate into a more significant commitment to the organization.

The path diagram presented in Figure 1 explores the interconnections between these variables, illustrating how work engagement can enhance professional performance and, in turn, lead to more effective teaching outcomes. By examining these relationships, we can better understand the dynamics that affect teaching performance and identify strategies to foster an engaging and reflective teaching environment. Improving these factors is essential for promoting educational excellence and enhancing student learning experiences.

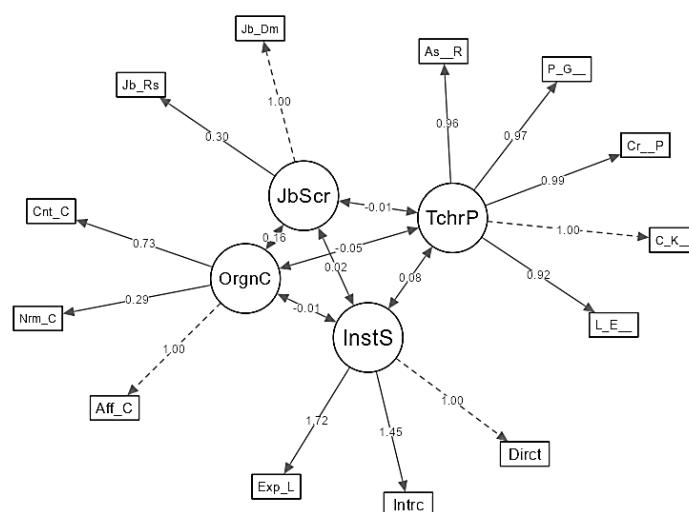


Figure 1. Path Diagram of the Effect of Work Engagement, Professional Performance, and Reflective Performance on Teaching Performance

Overall, the implications of these findings highlighted the importance of fostering job security to enhance organizational commitment and adopting effective instructional strategies to improve teacher performance. The respondents experienced job security in the workplace because they received enough supports both from colleagues and schools. The support was evident and expressed through the provision of teaching-learning resources from MOOE, financial assistance was given during school related activities held outside the school, and certificates of appreciation and recognition were awarded to teachers who performed well in the assigned task.

In the realm of education, the effectiveness of teaching is pivotal to student success and overall learning outcomes. Understanding the factors that influence teaching performance has become a key area of research and practice. Work engagement, professional performance, and reflective performance are three critical elements that significantly shape a teacher's ability to perform effectively in the classroom.

Work engagement refers to the level of enthusiasm and commitment that educators exhibit towards their teaching roles, directly impacting their motivation and willingness to invest effort in their work. Professional performance encompasses the skills, knowledge, and competencies that teachers bring to their practice, while reflective performance involves critically analyzing one's teaching methods and outcomes, fostering continuous improvement.

CONCLUSION

Job security is often acknowledged positively with a notable emphasis on job resources demonstrating a supportive environment that contributes to staff motivation and effectiveness. The examination of instructional strategies highlighted a strong preference for interactive methods. Additionally, positive views on organizational commitment, particularly normative commitment, suggested that teachers feel a profound obligation to their roles, which further enhances their performance. Conversely, the regression analyses provided evidence that both job security and effective instructional strategies predicted teachers' performance, underscoring the importance of these constructs in fostering school excellence. Based on the study's findings, Two-Factor theory indicated that higher job demands may detrimentally affect teachers' performance, possibly due to the increased stress and workload that can lead to burnout. Conversely, job

resources are positively associated with teaching performance. Therefore, providing adequate resources—such as support, professional development, and essential tools—can significantly enhance teachers' performance. Another theory examined in this study is Constructivist theory, which highlights the active role of teachers in facilitating learning in the classroom. It emphasizes the importance of engagement and collaboration in teaching. The findings also demonstrated a strong and potentially significant relationship, suggesting that experiential learning could be key to enhancing teaching performance.

Therefore, effective teaching practices are closely associated with enhanced performance outcomes. Fostering job security is important to enhance organizational commitment and adopting effective instructional strategies to improve teacher performance. Educational institutions may benefit from focusing on these areas to create a more committed and effective workforce.

CONTRIBUTIONS OF AUTHORS

The duties related to editing, writing, supervision, data analysis, and encoding were shared among the authors, who jointly engaged in reviewing and endorsing the final manuscript version before submission. Both authors played a significant role in developing and designing the study, as they defined the key research questions and carefully devised the study protocol to steer their inquiry.

Author 1 took the lead in gathering and encoding the data, making sure that all details were precisely documented. In the meantime, Author 2 was instrumental in analyzing and interpreting the data, using their expertise to extract significant insights from the results.

The first version of the manuscript was written by Author 1, who detailed the main elements of the research. Author 2 then played a vital role in the following revisions, offering constructive critiques and improving the clarity and precision of the text. In the end, both authors examined the final manuscript carefully and gave their complete consent for publication, emphasizing their shared dedication to the integrity and quality of the research showcased.

FUNDING

This research was conducted independently and did not receive any specific grant or funding from any agency.

CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest regarding the publication of this paper.

ACKNOWLEDGEMENT

The researchers wish to express their profound and sincere appreciation to the Almighty Father for His unwavering guidance and generous blessings that have brightened their journey during this research project. His spiritual motivation has consistently provided strength, urging them to persist and stay devoted to their objectives.

Furthermore, the researchers would like to convey their deep gratitude to all the committed individuals who played a role in the development and completion of this study. Each person's participation has been essential, whether through intellectual support, helpful feedback, or logistical aid. The team is particularly grateful to mentors, peers, and friends who offered insights, motivation, and assistance throughout the process, helping this research achieve its maximum potential. The researchers are genuinely thankful for the significant enhancement of the study brought about by their collective efforts.

REFERENCES

- [1] Baker, R. S., Pardo, A., & D'Mello, S. (2021). Emotions in technology-enhanced learning environments: A review. *Educational Psychology Review*, 33(2), 341–365. <https://doi.org/10.1007/s10648-021-09611-8>
- [2] Bakker, A. B., & Demerouti, E. (2018). The Job Demands-Resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309–328. <https://doi.org/10.1108/02683940710733115>
- [3] Bakker, A. B., & Demerouti, E. (2017). Job Demands-Resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, 22(3), 273–285. <https://doi.org/10.1037/ocp0000056>
- [4] Bandura, A. (2017). Self-efficacy: The exercise of control. W. H. Freeman.
- [5] Burroughs, N., Gardner, J., Lee, Y., Guo, S., Toutou, I., Jansen, K., Schmidt, W., et al. (2019). A review of the literature on teacher effectiveness and student outcomes. In *Teaching for excellence and equity* (Vol. 6). IEA Research for Education. Springer, Cham. https://doi.org/10.1007/978-3-030-16151-4_2
- [6] Cabigo, J. R. (2019). Teachers' organizational commitment and its correlation on instructional competence. <https://www.academia.edu/40876110>
- [7] Creswell, J. W. (1999). Mixed-method research: Introduction and application. In G. J. Cizek (Ed.), *Educational psychology: Handbook of educational policy* (pp. 455–472). Academic Press. <https://doi.org/10.1016/B978-012174698-8/50045-X>
- [8] Darling-Hammond, L. (2021). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1). <https://epaa.asu.edu/index.php/epaa/article/view/392>
- [9] Darling-Hammond, L., Holtzman, D. J., Gatlin, S. J., & Vasquez, H. J. (2020). Teacher effectiveness and student achievement: A longitudinal study. *Journal of Educational Psychology*, 97(4), 569–583. <https://doi.org/10.12973/eu-jer.9.4.1675>
- [10] Darling-Hammond, L. (2021). *The right to learn: Improving student achievement in schools of education*. Harvard Education Press.
- [11] Darling-Hammond, L. (2020). *The right to learn: A blueprint for creating schools that work*. Jossey-Bass.
- [12] Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2017). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86(3), 499–512. <https://www.wilmarschaufeli.nl/publications/Schaufeli/>
- [13] Dewey, J. (1938). *Experience and education*. Collier Books.
- [14] Department of Education. (2024a). Policy guidelines on the implementation of the MATATAG curriculum (DepEd Order No. 10, s. 2024). <https://www.deped.gov.ph>
- [15] Department of Education. (2016). Implementing guidelines on the direct release and use of maintenance and other operating expenses (MOOE) allocating schools, including other funds managed by schools (DepEd Order No. 13, s. 2016). <https://www.deped.gov.ph>
- [16] Department of Education. (2024b). Immediate removal of administrative tasks of public school teachers (DepEd Order No. 002, s. 2024). <https://www.deped.gov.ph>

- [17] Francisco, C. D. C., & Celon, L. C. (2020a). Teachers' instructional practices and its effects on students' academic performance. *Journal of Education Research*, 12(3), 45–58. <https://files.eric.ed.gov/fulltext/ED607985.pdf>
- [18] Francisco, C. D. C., & Celon, L. C. (2020b). Teachers' instructional practices and its effects on students' academic performance. *International Journal of Scientific Research in Multidisciplinary Studies*, 6(7), 64–71. <https://files.eric.ed.gov/fulltext/ED607985.pdf>
- [19] Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Wenderoth, M. P., & Dirks, C. (2020). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410–8415. <https://doi.org/10.14507/epaa.31.7524>
- [20] Freeman, D. J., & McCormick, C. (2019). Teacher leadership in professional development: A multisite analysis of the impact on student achievement. *Educational Leadership Review*, 10(1), 79–95. <https://doi.org/10.14507/epaa.31.7524>
- [21] Garcia, R., & Roberts, E. (2023). Job security in volatile markets: Strategies for organizations. *International Journal of Human Resource Management*, 34(4), 654–672. <https://doi.org/10.61100/adman.v1i2.53>
- [22] Gordon, S. P., & Tschannen-Moran, M. (2017). The role of teacher engagement in student performance: A review of the literature. *Australian Journal of Teacher Education*, 45(3), 48. <https://doi.org/10.14221/ajte.2020v45n3.4>
- [23] Hattie, J. (2019). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- [24] Hattie, J., & Donoghue, G. (2021). Learning as a result of education: What does the evidence show? *Educational Psychology Review*, 33(3), 733–770. <https://doi.org/10.1007/s10648-021-09655-0>
- [25] Jiang, L., & Probst, T. M. (2021). Job security and job performance: The mediating role of motivation. *Journal of Business and Psychology*, 36(2), 279–292. <https://journals.eanso.org/index.php/eajis/article/view/2359>
- [26] Leka, S., Cox, T., & Zwetsloot, G. (2018). The European framework for psychosocial risk management: PRIMA-EF. World Health Organization.
- [27] Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 140, 1–55. <https://psycnet.apa.org/record/1933-01885-001>
- [28] Magsucang, G., Bacuno, S. M., Canon, R., Piamonte, E., Tintin, J., & Barza, J. (2020). Effectiveness of teacher's teaching strategies on academic performance of selected Grade 12 General Academic Strand students. *International Journal of Teaching and Education*, 8(2), 123–135. <https://ojs.aaresearchindex.com/index.php/aasgbcp/jmra/>
- [29] Meyer, J. P., & Allen, N. J. (2019). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61–89. <https://doi.org/10.6007/IJARBSS/v6-i12/2464>
- [30] Safdar, K., Fatima, T., & Yasin, A. (2020). Job security, organizational commitment, and teaching performance: Evidence from the higher education sector. *Journal of Educational Psychology*, 112(4), 709–724. <https://doi.org/10.37284/eajis.7.1.2359>
- [31] Schaufeli, W. B., & Bakker, A. B. (2017). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior*, 25(3), 293–315.
- [32] Sverke, M., Hellgren, J., & Näswall, K. (2018). No security: A meta-analytical view on the relation between job insecurity and its consequences. *Journal of Occupational Health Psychology*, 11(3), 243–258. <https://doi.org/10.37284/eajis.7.1.2359>
- [33] Tarraya, H. (2023). Teachers' workload policy: Its impact on Philippine public school teachers. *Puissant*. <https://puissant.stepacademic.net/puissant/article/>
- [34] Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.