

The Mediating Role of Job Satisfaction on the Effect of Motivation to Organizational Commitment and Work Engagement of Private Secondary High School Teachers in Metro-Manila

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ABSTRACT

This descriptive-causal study aimed to determine the levels and effects of teachers' motivation and job satisfaction to their commitment and work engagement. The data were collected from 1,098 private secondary school teachers in Metro-Manila chosen using purposive sampling. Descriptive statistics such as mean and standard deviation were used and Structural Equation Modeling (SEM) was utilized for determining the relationships of the latent variables. Results revealed that teachers are motivated and with high level of job satisfaction, organizational commitment, and work engagement. SEM showed the significant positive effects of motivation and job satisfaction to organizational commitment and work engagement. The model also revealed that job satisfaction mediated the effect of motivation on the teachers' organizational commitment and work engagement. This implies that teachers who are motivated and satisfied in their job also have high level of work engagement and organizational commitment. The results of the study can be used by policy-makers as basis for creating policies and programs that will help improve the welfare of the teachers. Creating family spirit and strong sense of belongingness are very important for the teachers. Programs and activities should be organized in order to improve these aspects.

Keywords: motivation, work engagement, organizational commitment, job satisfaction

1.0 INTRODUCTION

Education is one sector of prime consideration in raising the country's economic competitiveness (Cabauatan & Manalo, 2018). It is for this reason that governments usually allocate a significant portion of their budget for improving the quality of education. Enough classrooms and reasonable teacher-student ratio (Khan & Iqbal, 2012), well prepared textbooks (Mahmood, 2011), enough learning resources (Jeong, & Hmelo-Silver, 2010), and technology infrastructures (Jhurree, 2005) are some of the areas that are given attention. However, the teachers, being one of the key players in education, should also be given enough attention to ensure better delivery of instruction. There is a need to provide enough support and assistance so that they could perform their tasks effectively.

By and large, it is vital that different strategies are developed to nurture the human capital involved in delivering basic education. The government and the school owners should give priority to the welfare of the teachers. Different monetary and non-monetary strategies are being introduced to keep teachers motivated to teach. According to Adelabu (2005), teachers are not motivated because they are dissatisfied with their working conditions. This is due to low and irregular payment of salaries, low status of the teaching profession in the society, insufficient opportunities for career and personal advancement, poor working environment including high teacher-student ratio, and inadequate fringe benefits. Teachers strongly respond to financial incentives (Duflo, Hanna, & Rya, 2012) and programs for financial incentive for teachers happen to be popular in trying to improve the learning outcome (Fryer, 2013). However, in some countries, the status of teachers declined significantly particularly those with low income (Bennell, 2004). There is also a tendency that teachers become less effective in later phases of their professional lives (Day & Gu, 2007). Therefore, it is important to investigate the different motivational factors affecting the teachers' working behavior. Despite the importance of teachers' motivation and incentives, there is still dearth in quality researches done on these topics, thereby the need for the study (Bennell, 2004).

In the Philippines, the implementation of the k to 12 program calls for an assessment of the teachers working behaviors. The study was conceptualized based on the Department of Education (DepEd) Order No. 39, s. 2016 about the "Adoption of Basic Education Research Agenda." It seeks to contribute to the DepEd research agenda in the area of Human Resource Development specifically on employees' welfare. It focused on the different motivational factors that affect teachers' commitment, work engagement, and job satisfaction and aimed to establish the mediating role of job satisfaction on the effect of motivation on the private secondary school teachers' commitment and work engagement.

The study aimed to determine if motivation and job satisfaction affect their organizational commitment and job satisfaction, and to find out if job satisfaction mediate the effect of motivation on organizational commitment and work engagement. Results of the study can be used as basis for creating research-based policy, and in organizing programs and activities that will help improve the welfare of the teachers. The study is significant because the results can provide a portrait of the current level of teachers' motivation, commitment, work engagement, and job satisfaction. The result can be used to develop an effective mechanism or strategy in reducing the gap among private secondary school teachers. Results of the study can also be used in creating policies that will benefit not only the teachers but the entire education institution in the areas of resource allocation and provision of monetary and non-monetary incentives.

2.0 THEORETICAL BACKGROUND

2.1 Theoretical Framework

Employees are motivated to work due to their desire to satisfy their needs. According to Sinclair (2008), motivation is what moves us to do something. The study is anchored on the theory of motivation developed by Maslow. This theory of motivation is used by many organizations not only for attracting and keeping potential employees but also to motivate them and improve their working behavior (Sadri & Bowen, 2011). In this study, teachers' level of motivation was assessed considering Maslow's hierarchy of needs such as physiological, safety, belongingness, esteem, and self-actualization.

2.2 Literature Review

2.2.1 Motivation

In any organization, the working behavior of any employee is affected by different factors. Monetary and non-monetary factors served as teachers' motivation to have positive working behavior. Therefore, incentives and intrinsic motivation should be considered simultaneously in any school organization (Cerasoli, Nicklin, & Ford, 2014). These will motivate teachers to do their responsibilities (Sinclair, 2008) and increase their willingness to improve their performance (Urwick, Mapuru & Nkhoboti, 2005). Teachers are motivated due to financial incentives (Duflo et al., 2012). According to Fryer, (2013), one of the strategies used in improving the learning outcomes is to help the teachers through the financial incentive programs however, he found out that teachers' incentive program does not significantly contribute to students' school performance. According to Farid (2011), factors such as classroom environment, student's behavior, rewards, and incentives are related to their motivation. According to Thomas (2016), some of the factors influencing teachers' motivation are enjoying students and loving the teaching profession for intrinsic motivation, and salary and further education for extrinsic motivation. According to Bunchoowong (2015), some of the motivational factors for private sector employees are "compensation, extra bonus, social security, group accident insurance, career path progression, good working environment, friendly colleagues, and well balanced work-family life." While Parker (2003) identified self-satisfaction as intrinsic motivation, and decreased workload and flexible scheduling as extrinsic motivators. In this study, motivation of the teachers was measured in terms of extrinsic motivation which are their physiological, safety, belongingness, esteem, self-actualization needs, and their intrinsic motivation.

2.2.2 Job satisfaction

One of the important assets contributing to the organizational success is the employee (Salleh, Zahari, Said, & Ali (2016). The practices in the organization that promote quality functioning of the employees are highly encouraged (Fernet, Trépanier, Austin, Gagné, & Forest, 2015). It is important that organizations are aware of the different factors affecting employees' satisfaction and dissatisfaction. According to (Parvin & Kabir, 2011), job satisfaction describes how a member of the organization is satisfied with his or her job while according to Sunaryo and Suyono (2013), "job satisfaction refers to the attitude of employee towards work."

There are monetary and non-monetary factors affecting job satisfaction. According to Kiruja and Mukuru (2018), low pay and unfavorable working environment contribute to employees' dissatisfaction. Poor working environment such as poor lighting and ventilation, and poor supervisory relationships can contribute to job dissatisfaction of employees (Dartey-Baah, & Amoako, 2011). Additionally, other factors such as workload, overtime, fatigue, boredom, and stress also contributed to employees' dissatisfaction (Jain & Kaur, 2014). However, good working condition as indicated by the availability of recreational, health and safety facilities, and fun in the workplace can contribute to employees' job satisfaction (Jain & Kaur, 2014). According to Bozeman and Gaughan (2011), pay that reflect their market value and respect of the co-workers can contribute to the employees' feeling of satisfaction. Employees who highly value money are more satisfied when they received salary increase (Tan & Waheed, 2011). According to Smith and Shields (2013), aside from adequacy of income, good experience with the supervisors affect job satisfaction. Good relationship with the managers is an important predictor of employee' job satisfaction (Taylor & Westover, 2011).

While aside from salary, relation with co-worker is an important factor influencing job satisfaction (Parvin & Kabir, 2011). Poor relationship with co-workers can affect the feelings and performance of the employees therefore, in order to improve interpersonal relationships within the organization, social bonding should be part of the intervention program (Fernet, Gagné, & Austin, 2010).

In the field of education, teachers are not happy due to their workloads and multiple responsibilities (Dehaloo, 2011). However, improving the teachers' quality of social relationships in the organization can help enhance their job satisfaction (Van Maele, & Van Houtte, 2012). Additionally, leadership plays a very important role in an organization. According to Aydin, Sarier, and Uysa (2013), when leadership style shifted from transactional to transformational, the teachers' level of job satisfaction increases. In many educational institution, teachers are more likely to stay in the organization because of their satisfaction in the teaching profession and not with any teaching-related duties (Perrachione, Rosser, & Petersen, 2008).

Several studies were already conducted about the relationship of motivation and job satisfaction. According to Smith and Shields (2013), motivation is positively related to job satisfaction. This supported the findings of Saleem, Mahmood, and Mahmood (2010). Khalid, Salim, and Loke (2011) that motivation affects job satisfaction. Different motivational factors were already investigated and found to have significant effect on employees' job satisfaction. According to Stringer, Didham, and Theivananthampillai (2011), pay has the strongest association with job satisfaction. Recognition given to employees can bring job satisfaction (Dartey-Baah & Amoako, 2011). Employees who were given task according to their expertise can bring high satisfaction (Shah, Akhtar, Zafar, & Riaz, 2012). Additionally, Khalid et al. (2011) found out that rewards also have positive effect job satisfaction.

On the contrary, Ahmed, Nawaz, Iqbal, Ali, Shaukat, and Usman (2010) revealed that extrinsic motivation is not significantly related to employee job satisfaction. Therefore, it is important that aside from the different extrinsic motivators, intrinsic motivation should also be given attention. There is significant positive relationship between intrinsic motivation and job satisfaction (Ahmed et al., 2010; Shah et al., 2012). According to Wesover and Taylor (2010) intrinsic motivation affects job satisfaction. Satisfied employees have higher level of overall motivation (Li, Hu, Zhou, He, Fan, Liu, & Sun, 2014). Therefore, considering the needs of the employees in designing programs can contribute to employees' motivation and satisfaction (Dartey-Baah, & Amoako. 2011). Motivation and job satisfaction are major important factors for keeping employees (Bonenberger, Aikins, Akweongo, & Wyss, 2014) although motivation is more important than job satisfaction (Sunarsih, 2017). In the educational organizations, studies also revealed that there is positive relationship between motivation and job satisfaction of teachers. According to Maharjan (2012), there is positive association between work motivation and teachers' job satisfaction. Furthermore, motivation positively affects the teachers' job satisfaction (Arifin, 2015). The study hypothesized that:

H1: Higher level of motivation leads to higher level of job satisfaction of the respondent teachers.

2.2.3 Organizational Commitment

One of the important elements needed to boost productivity and efficiency of any organization is the employees' organization commitment (Salleh et al., 2016). According to Malik, Nawab, Naeemn and Danish, (2010), "organizational commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization."

“It is the strength of an individual’s identification with and involvement in a particular organization” (Markovits, Davis, Fay, & Dick, 2010) and “reflects the binding force that inspires individuals to take part in a course of actions that are relevant to both the organization and the individual” (Trivellas, 2011). According to Wright, Chrstensen, and Isett (2013), employees’ compassion and self-sacrifice are significantly related to their commitment. Organizational commitment has significant positive relationship with job performance (Trivellas, 2011). This could be one of the reasons why many organizations are seeking for reasonable balance between employee commitment and performance of the organization (Danish & Usman, 2010). Factors that are significantly related to organizational commitment must be taken into consideration. Bulut and Culha (2010) found out that motivation to training, access to training, benefits of training, and support for training have positive effect in the organizational commitment of the employees. Jehanzeb, Rasheed, and Rasheed (2013) also found out that there is significant correlation between organizational commitment and employees' training.

By and large, leaders of the organization play significant role in improving the employees’ organizational commitment. They must be aware of the leadership style promoting higher commitment of the employees. According to Keskes (2014), transformational leadership is positively related to employee organizational commitment. Changes is normal in the organization in order to keep the organizations’ competitiveness. However, it is also normal that some degree of resistance is present to some members of the organization especially to the employees. However, according to Wright et al. (2013), employees who are properly informed in the changes in the organization are likely to have commitment to change. In the educational setting, the increasing demands of the schools require teachers’ commitment that will contribute to the realization of the school goals (Runhaar, Konermann, & Sanders, 2013). In this study, organizational commitment was measured in terms of their affective, continuance, and internalization commitments.

Several studies were already conducted about the relationship of motivation to organizational commitment. According to Trivellas (2011), motivation is expected to contribute to employees’ commitment. Studies showed that there is significant positive association between motivation and organizational commitment (Salleh et al., 2016) and motivation has significant positive effect on employee's organizational commitment (Kontoghiorghes, 2016). Organizational commitment is significantly predicted by intrinsic motivation (Choong, Lau, & Wong, 2011). Specifically, intrinsic motivation is significantly correlated to the different dimensions of organizational commitment such as affective, continuance, and normative commitments (Choong et al., 2011). They also revealed that intrinsic motivation significantly predicts organizational commitment. Therefore, to promote better organizational performance, motivated and committed employees are needed (Battistelli, Galletta, Portoghese, & Vandenberghe, 2013).

Studies were also conducted about the relationship of job satisfaction and organizational commitment. Results of the previous studies revealed that there is significant positive relationship between job satisfaction and organizational commitment (Naderi Anari, 2012; Katsikea, Theodosiou, Perdakis, & Kehagias, 2011; Fruend, 2005). Job satisfaction has significant positive effect on organizational commitment (Eslami & Gharakhani, 2012; Aban, Perez, Ricarte, & Chiu, 2019) specifically to affective commitment (Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman, 2012). Employees’ satisfaction due to different benefits is positively related to organizational commitment (Caillier, 2013). Factors of job satisfaction such as promotions, personal relationships, and favorable working conditions have significant positive effects on organizational commitment (Eslami & Gharakhani, 2012). Health and

wellness programs has greater influence on organizational commitment as compared to flexible work schedules (Caillier, 2013). However, job autonomy satisfaction has stronger effect on organizational commitment compared to pay satisfaction (Froese & Xiao, 2012). Enhancing job satisfaction is necessary in order to improve the organizational commitment of the employees (Eslami & Gharakhani, 2012). This study hypothesized that:

H2: Higher level of motivation leads to higher level of commitment of the respondent teachers.

H3: Higher level of job satisfaction leads to higher level of commitment of the respondent teachers.

2.2.4 Work Engagement

Work engagement is another important factor that is given attention by many organizations and researchers. Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002) described it as the “employees’ positive and fulfilling work-related state of mind characterized by vigor, dedication, and absorption.” According to Bakker (2011), “engaged employees are bursting with energy, dedicated to their work, immersed in their work activities, open to new information, more productive and more willing to go extra mile which are indications that they are fully connected with their work roles.”

According to Bay, An, and Laguador (2014), teachers will have better work engagement if enough services are provided. High level of employees’ work engagement can lead to greater commitment and satisfaction, lower absenteeism and quit rates, improved health and well-being, and better in-role and extra-role performance (Alzyoud, Othman, & Isa, 2015). According to Burke and El-Kot (2010), engagement predicts various work outcomes such as job satisfaction and intent to quit. Ariani (2013) also found out that employee engagement is positively related to individual job performance of the employee. Because of the positive contribution of work engagement at the individual and organizational levels (Alzyoud et al., 2015), assessing the employees’ personal characteristics together with their work engagement is necessary in order to generate information that can be used as basis for creating programs that will help improve work engagement level of the employees. According to Putra, Cho, and Lin (2017), intrinsic motivation played a significant role in improving the work engagement of the employees. Aside from motivation, job satisfaction also positively affects work engagement (Rayton & Yalabik, 2014). Their finding supported the claims of Ram and Prabhakar (2011) and Yeh (2013). According to Skaalvik and Skaalvik (2011), lack of satisfaction is likely to affect the teachers' work engagement. This study hypothesized that:

H4: Higher level of motivation leads to higher level of work engagement of the respondent teachers.

H5: High level of job satisfaction leads to higher level of work engagement of the respondent teachers.

2.3 Conceptual Framework

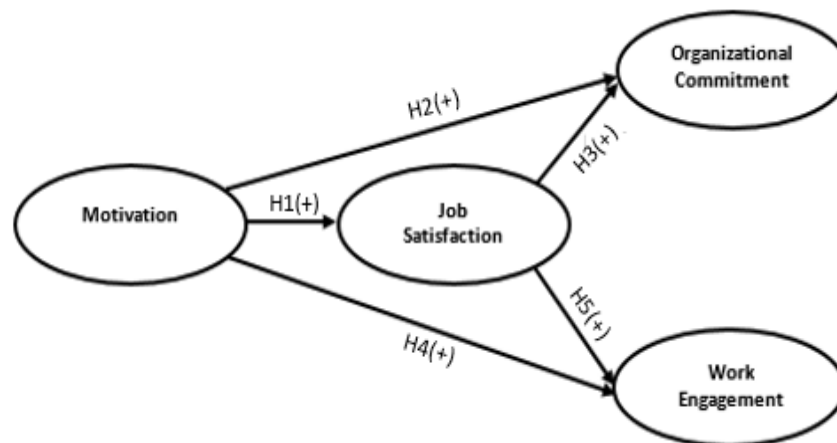


Figure 1. Hypothesized model showing the relationships of the variables investigated

The hypothesized model shows the effect of motivation to teachers' commitment, work engagement, and job satisfaction. It also shows the relationships of job satisfaction to organizational commitment and work engagement.

3.0 METHOD

3.1 Design

The study used a quantitative descriptive-causal study design. Survey method was used in gathering data. Descriptive design was used in presenting the teachers level of motivation, organizational commitment, work engagement, and job satisfaction. While the causal design was used in determining the effect of motivation to organizational commitment, work engagement, and job satisfaction, and the effect of job satisfaction to work organizational commitment and work engagement.

3.2 Sample and Study Site

GPower was used in determining the sample size. Considering small effect size ($f^2 = .02$), 95% confidence level ($\alpha = .05$), statistical power of .95 ($1 - \beta = .05$) with 4 predictors in the model, at least 934 respondents are needed. The 1098 private secondary school teachers in Metro-Manila is more than enough to meet the requirements of the study.

3.3 Instrumentation

The instrument was divided into five parts. Part I is about the profile of the respondents, Part II measures the teachers' motivations, Part III is for commitment, Part IV is for work engagement, and Part V for job satisfaction. The instruments were adapted from previous researchers and were subjected for content and reliability testing to ensure that they measure what they are expected to measure.

A five point Likert scale was used to measure the teachers' level of motivation (26 items, $\alpha = .968$) based on Maslow's hierarchy of needs such as physiological (4 items, $\alpha = .930$), safety (4 items, $\alpha = .928$), belongingness (5 items, $\alpha = .900$), esteem (3 items, $\alpha = .798$),

and self-actualization (5 items, $\alpha = .939$). The teachers' level of intrinsic motivation was also assessed (5 items, $\alpha = .912$).

Organizational commitment (17 items, $\alpha = .925$) with three dimensions was measured using a 7-point Likert scale (1–completely disagree to 7–completely agree). Affective commitment (8 items, $\alpha = .852$), continuance commitment (5 items, $\alpha = .839$), and internalization commitment (4 items, $\alpha = .938$) all obtained acceptable reliability coefficients. Instrument was adapted from the study of Delobbe and Vandenberghe (2000).

Work engagement (17 items, $\alpha = .928$) with three dimensions was measured using 7-point Likert scale (0–never to 6–everyday) to determine the teachers' feeling about their job. Vigor (6 items, $\alpha = .814$), dedication (5 items, $\alpha = .947$), and absorption (6 items, $\alpha = .905$) all obtained acceptable reliability coefficients. Instrument was adopted from the Utrecht Work Engagement Scale (UWES) developed by Schaufeli, Bakker, and Salanova (2006).

Job satisfaction (22 items, $\alpha = .947$) with five dimensions was measured using a 6-point Likert scale (1–highly unsatisfied to 6–highly satisfied). Economic satisfaction (3 items, $\alpha = .909$), security satisfaction (4 items, $\alpha = .803$), social satisfaction (2 items, $\alpha = .865$), psychological satisfaction (10 items, $\alpha = .914$), and satisfaction with the teaching profession (3 items, $\alpha = .741$) all obtained acceptable reliability coefficients. Items were adapted from Opatha (2015).

3.4 Data Gathering Procedure

From the complete list of private secondary schools in Metro-Manila, schools were grouped according to districts and cities they belong. After grouping the different schools, selection of the respondent schools was done purposively to make sure that teachers from the selected schools can really help in meeting the objectives of this study. In order to facilitate a smooth data gathering, letters to the principals or school owners were made to ask for their permission and allow their teachers to participate in the study.

3.5 Ethical Consideration

The involvement of the teachers was on a voluntary basis. Teachers' participation was not influenced by rewards or intimidation. Consent form was prepared indicating the objectives and significance of the study. Respondents were not required to write their names and school affiliations to protect their interest and that of their organizations.

3.6 Data Analysis

Mean and standard deviation were used to describe the teachers' level of motivation, organizational commitment, work engagement, and job satisfaction. Kurtosis and skewness were also used to describe the behavior of the data. Confirmatory factor analysis was conducted by considering only indicators with significant factors loading and standardized estimates. Composite and Cronbach's alpha reliability coefficients of all the constructs are greater than .70 with average variance extracted (AVE) greater than .50 and square root of the average variance extracted greater than the inter-construct correlation coefficients. WarpPLS version 5 was used in analyzing the relationships of the variable using structural equation modeling. Different model and quality fit indices were used to assess the model validity.

4.0 RESULTS

Confirmatory factor analysis was conducted using WarpPLS version 5 utilizing the combined loadings and cross-loadings together with the standardized estimates in determining the validity of each indicator. All indicators with significant loadings and indicator weights were retained while indicators with low loadings and indicator weights and are not significant were removed.

Table 1.

Loadings and standardized estimates of the indicators of motivational dimensions

	Factor Loading		Regression Estimate		Effect size
	Loading	SE	Estimate	SE	
Physiological					
1. Salary	0.855**	0.028	0.291**	0.029	0.249
2. Fringe benefits	0.885**	0.028	0.301**	0.029	0.266
3. Personal/professional growth	0.865**	0.028	0.294**	0.029	0.254
4. Learning resources and facilities	0.823**	0.028	0.280**	0.029	0.230
Safety					
5. Safety of the working environment	0.841**	0.028	0.292**	0.029	0.246
6. Security of tenure	0.842**	0.028	0.292**	0.029	0.246
7. School Risk Management Program	0.865**	0.028	0.300**	0.029	0.259
8. Physical work environment	0.847**	0.028	0.294**	0.029	0.249
Belongingness					
9. Relationship with co-teachers	0.793**	0.028	0.240**	0.030	0.190
10. Relationship with administrators	0.846**	0.028	0.256**	0.030	0.217
11. Relationship with students	0.794**	0.028	0.240**	0.030	0.191
12. Relationship with parents	0.816**	0.028	0.247**	0.030	0.202
13. Leadership and supervision	0.814**	0.028	0.246**	0.030	0.200
Esteem					
14. Promotional opportunities	0.868**	0.028	0.374**	0.029	0.325
15. Respect in the workplace	0.863**	0.028	0.372**	0.029	0.322
16. Recognition of work	0.905**	0.028	0.390**	0.029	0.353
Self-actualization					
17. Represent the school in important activities	0.847**	0.028	0.226**	0.030	0.192
18. Opportunity to share expertise	0.851**	0.028	0.227**	0.030	0.193
19. Opportunity to mentor other teachers	0.880**	0.028	0.235**	0.030	0.207
20. Involvement in decision making	0.891**	0.028	0.238**	0.030	0.212
21. Opportunity of lead committee works	0.856**	0.028	0.229**	0.030	0.196
Intrinsic					
22. Feeling appreciated	0.860**	0.028	0.237**	0.030	0.204
23. Enjoying a sense of challenge	0.852**	0.028	0.235**	0.030	0.200
24. Enjoyment at work	0.885**	0.028	0.244**	0.030	0.216
25. Satisfaction at accomplishments	0.895**	0.028	0.247**	0.030	0.221
26. Experience with the students	0.760**	0.028	0.209**	0.030	0.159

** Significant at $p < .01$

Table 1 shows the factor loading and standardized estimates of the motivational dimensions. The factor loadings are all greater than .5 which are all significant ($p < .001$). This shows that the 26 items are useful in measuring the teachers' motivation. The standardized estimates of the physiological ranges from .291 to .301 which are all significant ($p < .001$) and have medium effect sizes. The safety dimension of motivation have standardized estimates

ranging from .292 to .300 ($p < .001$) producing medium effect sizes. The standardized estimates of belongingness dimension range from .240 to .256 ($p < .001$) corresponding to medium effect sizes. Esteem dimension ranges from .372 to .390 ($p < .001$) with effect sizes from medium to high. Self-actualization ranges from .226 to .238 ($p < .001$) corresponding to medium effect sizes and intrinsic dimension ranges from .209 to .247 ($p < .001$) corresponding to medium effect sizes.

Table 2.

Loadings and standardized estimates of the indicators of organizational commitment dimensions

	Loading		Regression Estimate		Effect size
	Loading	SE	Estimate	SE	
Affective					
1. I feel a strong sense of belonging to my organization.	0.834**	0.028	0.239**	0.030	0.199
2. I feel 'emotionally attached' to this organization.	0.875**	0.028	0.251**	0.030	0.220
3. I feel like 'part of the family' at my organization.	0.887**	0.028	0.254**	0.030	0.226
4. I enjoy discussing my organization with people outside it.	0.862**	0.028	0.247**	0.030	0.213
5. I really feel as if this organization's problems are my own.	0.693**	0.029	0.199**	0.030	0.138
Continuance					
7. I would be unhappy to spend the rest of my career with this organization	0.541**	0.029	0.143**	0.030	0.077
8. I feel that I have enough options to consider leaving this organization.	0.690**	0.029	0.182**	0.030	0.125
9. One of the few consequences of leaving this organization would be the scarcity of available alternatives.	0.819**	0.028	0.216**	0.030	0.177
10. I am afraid of what might happen if I quit my job without having another one lined up.	0.806**	0.028	0.212**	0.030	0.171
11. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice - another organization may not match the overall benefits I have here.	0.815**	0.028	0.215**	0.030	0.175
12. Right now, staying with my organization is a matter of necessity as much as desire.	0.796**	0.028	0.210**	0.030	0.167
13. It would be very hard for me to leave my organization right now, even if I wanted to.	0.638**	0.029	0.168**	0.030	0.107
Internalization					
14. My attachment to this organization is primarily based on the similarity of my values and those represented by the organization.	0.880**	0.028	0.287**	0.029	0.253
15. The reason I prefer this organization to others is because of what it stands for, its values.	0.911**	0.028	0.298**	0.029	0.271
16. Since joining this organization, my personal values and those of the organization have become more similar.	0.910**	0.028	0.297**	0.029	0.271
17. If the values of this organization were different, I would not be as attached to this organization.	0.793**	0.028	0.259**	0.030	0.205

** Significant at $p < .01$

Table 2 shows the factor loading and standardized estimates of the organizational commitment dimensions. The factor loadings are all greater than .5 which are all significant ($p < .001$). Item 6 (This organization doesn't have a great deal of personal meaning for me) was removed due to very low factor loading and standardized estimate which is not significant. This shows that the remaining 16 items are useful in measuring the teachers' organizational commitment. The standardized estimates of the affective commitment range from .199 to .254 which are all significant ($p < .001$) and have medium effect sizes. The continuance commitment has standardized estimates ranging from .143 to .216 ($p < .001$) producing medium effect sizes. While the standardized estimates of internalization commitment range from .259 to .298 ($p < .001$) corresponding to medium effect sizes.

Table 3.

Loadings and standardized estimates of the indicators of work engagement dimensions

	Loading		Regression Estimate		Effect size
	Loading	SE	Estimate	SE	
Vigor					
1. At my work, I feel like bursting with energy.	0.396**	0.029	0.114**	0.030	0.045
2. At my job, I feel strong and vigorous.	0.822**	0.028	0.236**	0.030	0.194
3. When I get up in the morning, I feel like going to work.	0.822**	0.028	0.236**	0.030	0.194
4. I can continue to work for long periods of time.	0.806**	0.028	0.232**	0.030	0.187
5. At my job, I am mentally resilient.	0.830**	0.028	0.238**	0.030	0.198
6. At my job, I always persevere, even when things do not go well.	0.795**	0.028	0.229**	0.030	0.182
Dedication					
7. I find the work that I do meaningful and purposeful.	0.870**	0.028	0.227**	0.030	0.197
8. I am enthusiastic about my job.	0.900**	0.028	0.235**	0.030	0.211
9. My job inspires me.	0.909**	0.028	0.237**	0.030	0.215
10. I am proud of the work that I do.	0.880**	0.028	0.229**	0.030	0.202
11. My job is challenging enough.	0.818**	0.028	0.213**	0.030	0.174
Absorption					
12. Time flies when I am at work.	0.771**	0.028	0.201**	0.030	0.155
13. When I work, I forget everything else around me.	0.762**	0.028	0.199**	0.030	0.151
14. I feel happy when I work intensely.	0.796**	0.028	0.208**	0.030	0.165
15. I am immersed in my work.	0.858**	0.028	0.224**	0.030	0.192
16. I get carried away when I work.	0.838**	0.028	0.219**	0.030	0.183
17. It is difficult to detach myself from my job.	0.767**	0.028	0.200**	0.030	0.153

** Significant at $p < .01$

Table 3 shows the factor loading and standardized estimates of the work engagement dimensions. The factor loadings are all greater than .5 which are all significant ($p < .001$) except item WE1 with factor loading of .394 however it is still significant. This shows that the 17 items are useful in measuring the teachers' work engagement. The standardized estimates of vigor range from .114 to .238 which are all significant ($p < .001$) and have small to medium effect sizes. Dedication has standardized estimates ranging from .213 to .237 ($p < .001$) producing medium effect sizes. While the standardized estimate of absorption ranges from .199 to .224 ($p < .001$) corresponding to medium effect sizes.

Table 4.

Loadings and standardized estimates of the indicators of job satisfaction dimensions

	Loading		Regression Estimate		Effect size
	Loading	SE	Estimate	SE	
Economic					
1. Adequacy of pay to meet food and clothing needs	0.887**	0.028	0.383**	0.029	0.339
2. Possibility of saving some money for housing	0.878**	0.028	0.379**	0.029	0.333
3. Adequacy of comfortable working conditions	0.871**	0.028	0.376**	0.029	0.328
Security					
4. Job security	0.848**	0.028	0.296**	0.029	0.252
5. Adequacy of pay increments	0.874**	0.028	0.306**	0.029	0.267
6. Adequacy of safe working conditions	0.819**	0.028	0.286**	0.029	0.234
7. Adequacy of medical, retirement and insurance facilities	0.841**	0.028	0.294**	0.029	0.247
Social					
8. Opportunity to have friends and social interactions	0.876**	0.028	0.571**	0.029	0.500
9. Manager friendliness	0.876**	0.028	0.571**	0.029	0.500
Psychological					
10. My pay matches the relative worth of my job.	0.705**	0.028	0.121**	0.03	0.085
11. My pay is equal to the pay of similar employees.	0.675**	0.029	0.116**	0.03	0.078
12. Opportunities for promotions	0.774**	0.028	0.133**	0.03	0.103
13. Management encouragement for high achievement	0.833**	0.028	0.143**	0.03	0.119
14. Allowed to develop new and original ideas.	0.844**	0.028	0.145**	0.03	0.122
15. Opportunity to use my various skills and knowledge	0.799**	0.028	0.137**	0.03	0.109
16. Opportunity to do a complete work	0.800**	0.028	0.137**	0.03	0.110
17. Importance of my work on the lives of others	0.650**	0.029	0.111**	0.03	0.072
18. Given power to plan and control my job	0.738**	0.028	0.126**	0.03	0.093
19. Given information about my work performance, progress and improvement.	0.796**	0.028	0.136**	0.03	0.108
Profession					
20. Teaching is an interesting job for me.	0.902**	0.028	0.381**	0.029	0.344
21. I feel satisfied with my ability for doing my job.	0.889**	0.028	0.376**	0.029	0.334
22. Teaching is a challenging job for me	0.872**	0.028	0.369**	0.029	0.322

** Significant at $p < .01$

Table 4 shows the factor loading and standardized estimates of the dimensions of teachers' job satisfaction. The factor loadings are all greater than .5 which are all significant ($p < .001$). This shows that the 22 items are useful in measuring the teachers' job satisfaction. The standardized estimates of the economic satisfaction ranges from .376 to .389 which are all significant ($p < .001$) and have medium effect sizes. The security satisfaction have standardized estimates ranging from .294 to .306 ($p < .001$) producing medium effect sizes. The standardized estimates of social satisfaction dimension is .571 ($p < .001$) corresponding to large effect size. The psychological satisfaction ranges from .111 to .145 ($p < .001$) with medium effect size, and satisfaction with the teaching profession ranges from .369 to .381 with medium effect size.

Table 5.

Correlations among the dimensions of motivation with composite and reliability coefficients, AVEs and square roots of AVEs

Motivation	No. of items	Composite reliability	Cronbach's alpha	AVE	(1)	(2)	(3)	(4)	(5)	(6)
(1) Physiological	4	.91	.88	.73	(0.858)					
(2) Safety	4	.91	.87	.72	0.781	(0.849)				
(3) Belongingness	5	.90	.87	.66	0.541	0.561	(0.813)			
(4) Esteem	3	.91	.85	.77	0.677	0.655	0.689	(0.879)		
(5) Self-actualization	5	.93	.91	.74	0.618	0.622	0.646	0.750	(0.865)	
(6) Intrinsic	5	.92	.90	.72	0.608	0.601	0.623	0.676	0.686	(0.852)

Table 5 shows the six dimensions of teachers' motivation having composite reliability coefficient of at least .907 which indicated good similarities of different indicators while the Cronbach's alpha reliability coefficient is at least .853 and indicated good level of internal consistency of the items. The average variance extracted of at least .720 indicated good convergent validity. The square roots of the average variances extracted on the diagonal are greater than the correlation coefficient on the same rows and columns. This indicates good construct validity of teachers' motivational dimensions.

Table 6.

Correlations among the dimensions of organizational commitment with composite and reliability coefficients, AVEs and square roots of AVEs

Organizational Commitment	No. of items	Composite reliability	Cronbach's alpha	AVE	(1)	(2)	(3)
(1) Affective	6	.865	.790	.581	(0.762)		
(2) Continuance	7	.890	.854	.542	0.020	(0.736)	
(3) Internalization	4	.929	.897	.766	0.607	0.228	(0.875)

Table 6 shows the three dimensions used in measuring the teachers' organizational commitment having composite reliability of at least .865 and Cronbach's alpha value of at least .790. The average variance extracted is at least .541 and square roots of the average variance extracted are greater than inter-construct correlation. This indicated good internal consistency and good convergent validity of the instrument used for measuring teachers' organizational commitment.

Table 7.

Correlations among the dimensions of work engagement with composite and reliability coefficients, AVEs and square roots of AVEs

Work Engagement	No. of items	Composite reliability	Cronbach's alpha	AVE	(1)	(2)	(3)
(1) Vigor	6	.888	.844	.580	(0.762)		
(2) Dedication	5	.943	.924	.768	0.746	(0.876)	
(3) Absorption	6	.914	.887	.639	0.693	0.728	(0.800)

Table 7 shows the three dimensions used in measuring the teachers' work engagement having composite reliability of at least .888 and Cronbach's alpha value of at least .844. The average variance extracted is at least .580 and square roots of the average variance extracted are greater than inter-construct correlation. This indicated good internal consistency and good convergent validity of the instrument used for measuring teachers' work engagement.

Table 8.

Correlations among the dimensions of job satisfaction with composite and reliability coefficients, AVEs and square roots of AVEs

Job Satisfaction	No. of items	Composite reliability	Cronbach's alpha	AVE	(1)	(2)	(3)	(4)	(5)
(1) Economic	3	.910	.852	.772	(0.878)				
(2) Security	4	.910	.867	.716	0.813	(0.846)			
(3) Social	2	.868	.696	.767	0.439	0.526	(0.876)		
(4) Psychological	10	.933	.920	.584	0.713	0.778	0.642	(0.764)	
(5) Profession	3	.918	.866	.788	0.362	0.433	0.552	0.545	(0.888)

Table 8 shows the five dimensions used in measuring the teachers' job satisfaction having composite reliability coefficients of at least .868 and Cronbach's alpha values of at least .696. The average variance extracted is at least .584 and square roots of the average variance extracted are greater than inter-construct correlation. This indicated good internal consistency and good convergent validity of the instrument used for measuring teachers' job satisfaction.

Table 9.

Descriptive statistics of the dimensions of teachers' motivation, organizational commitment, work engagement, and job satisfaction

	Mean	Standard Deviation	Standard Error	Skewness	Kurtosis
Motivation					
Physiological	4.103	0.812	0.025	-0.775	0.074
Safety	4.192	0.724	0.022	-0.769	0.292

Belongingness	4.268	0.642	0.019	-1.056	1.974
Esteem	4.192	0.777	0.023	-0.925	0.562
Self-actualization	4.074	0.794	0.024	-0.808	0.490
Intrinsic	4.372	0.671	0.020	-1.166	1.397
Organizational Commitment					
Affective	5.365	0.957	0.029	-0.704	1.148
Continuance	4.424	1.369	0.041	-0.319	-0.581
Internalization	5.272	1.188	0.036	-0.694	0.328
Work Engagement					
Vigor	4.770	0.829	0.025	-0.940	1.359
Dedication	5.116	0.936	0.028	-1.243	1.368
Absorption	4.704	0.949	0.029	-0.780	0.355
Job satisfaction					
Economic	4.434	1.068	0.032	-0.700	0.676
Security	4.548	0.991	0.030	-0.711	0.820
Social	4.855	0.914	0.028	-0.945	1.596
Psychological	4.588	0.855	0.026	-0.970	1.938
Profession	5.154	0.842	0.025	-1.175	2.128

In table 9, the results of descriptive statistics revealed teachers have high level of intrinsic motivation ($M = 4.372$, $SD = .671$). Teachers are motivated because of the different extrinsic factors such as their feeling of sense of belongingness in the organization ($M = 4.268$, $SD = .642$), safety ($M = 4.192$, $SD = .724$), and esteem ($M = 4.192$, $SD = .777$). Considering the dimensions of teachers' organizational commitment, affective commitment is the highest ($M = 5.365$, $SD = .957$) followed by internalization commitment ($M = 5.272$, $SD = 1.188$). The teachers' dedication ($M = 5.116$, $SD = .936$) contributed to their high work engagement level. While teacher positive attitude towards the teaching profession ($M = 5.154$, $SD = .842$) and social satisfaction ($M = 4.855$, $SD = .914$) contributed to the teacher overall job satisfaction.

Different model fit and quality indices were used in assessing the structural equation model. The average path coefficient ($APC = .348$, $p < .001$), average R-squared ($ARS = .363$, $p < .001$), and average adjusted R-squared ($AARS = .362$, $p < .001$) are all significant. The average block variance inflation factor ($AVIF = 1.745$) and average full collinearity variance inflation factor ($AFVIF = 1.745$) obtained the ideal values of less than 3.3. Tenenhaus Goodness of Fit ($GoF = .499$) is large and with an ideal value of Sympton's paradox ratio ($SPR=1.000$) and R-squared contribution ratio ($RSCR = 1.000$) obtained also the ideal value. The statistical suppression ratio ($SSR = 1.000$) and nonlinear bivariate causality direction ration ($NLBCDR = 1.000$) also obtained the acceptable values. The different model fit indicated that the model fits with the data very well.

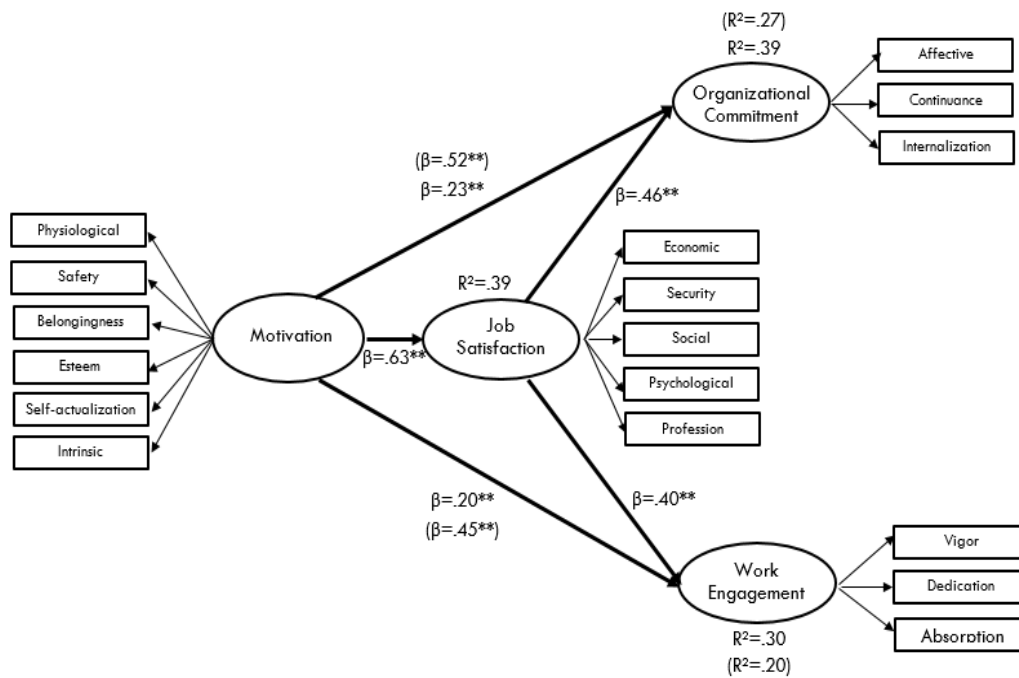


Figure 2. Structural equation model showing the effect of motivation on organizational commitment and work engagement with and without job satisfaction as mediating variable

The results of the structural equation model revealed that motivation has direct positive effect on the employees’ organizational commitment ($\beta = .52, p < .001$) and work engagement ($\beta = .45, p < .001$) without the mediating role of job satisfaction. Around 25% of the variability in organizational commitment and 20% of the variability in work engagement of the employees can be explained by motivation alone. With job satisfaction as the mediating variable, the positive effect of motivation to organizational commitment ($\beta = .23, p < .001$) and work engagement ($\beta = .20, p < .001$) are still significant. Motivation and job satisfaction explained 39% of the variability in organizational commitment and 30% of the variability in work engagement. The presence of job satisfaction as mediating variable reduced the effect of motivation to organizational commitment and work engagement but increased the percent of variability that can be explained. These results indicate that job satisfaction significantly mediated the effect of motivation on employees’ organizational commitment and work engagement. Additional, both motivation and job satisfaction have greater effect on organizational commitment than work engagement.

Table 10.

Indirect total effect of motivation to organizational commitment and work engagement

		Standardized Estimate	Standard Errors	p-value	Effect size	Interpretation
Direct Effect						
Motivation	→ Organizational Commitment	.230	.030	< .001	.119	Small
Motivation	→ Work Engagement	.203	.030	< .001	.091	Small
Indirect Effect						
Motivation	→ Organizational Commitment	.287	.021	< .001	.148	Small

Motivation	→	Work Engagement	.251	.021	<.001	.113	Small
Total Effect							
Motivation	→	Organizational Commitment	.517	.029	<.001	.267	Medium
Motivation	→	Work Engagement	.454	.029	<.001	.204	Medium

Table 10 showed the direct, indirect, and total effect of motivation to organizational commitment and work engagement. Results revealed that direct, indirect, and total effect of motivation are all significant. The direct effect of motivation has small effect size to organizational commitment ($f^2 = .119$), and work engagement ($f^2 = .091$). The indirect effect of motivation to organizational commitment ($\beta = .287$, $p < .001$) and to work engagement ($\beta = .251$, $p < .001$) were also significant but with small effect size ($f^2 = .148$ and $f^2 = .113$ respectively). The total effect of motivation to organizational commitment ($\beta = .517$, $p < .001$) and to work engagement ($\beta = .454$, $p < .001$) resulted to medium effect sizes ($f^2 = .267$ and $f^2 = .204$ respectively). This implies that job satisfaction mediated the effect of motivation to organizational commitment and work engagement. The effect of motivation to organizational commitment and work engagement is greater when the employees are satisfied.

Table 11.

Factor loading and standardized estimate of the dimensions of motivation, organizational commitment, work engagement, and job satisfaction

	Standardized estimate			
	Estimate	SE	p-value	Effect Size
Motivation				
Physiological	0.197	0.030	<0.001	0.165
Safety	0.197	0.030	<0.001	0.164
Belongingness	0.189	0.030	<0.001	0.151
Esteem	0.208	0.030	<0.001	0.184
Self-actualization	0.202	0.030	<0.001	0.173
Intrinsic	0.195	0.030	<0.001	0.162
Organizational commitment				
Affective	0.512	0.029	<0.001	0.434
Continuance	0.207	0.030	<0.001	0.071
Internalization	0.547	0.029	<0.001	0.495
Work engagement				
Vigor	0.368	0.029	<0.001	0.332
Dedication	0.374	0.029	<0.001	0.342
Absorption	0.365	0.029	<0.001	0.326
Job satisfaction				
Economic	0.248	0.030	<0.001	0.206
Security	0.264	0.030	<0.001	0.234
Social	0.228	0.030	<0.001	0.174
Psychological	0.272	0.030	<0.001	0.248

Profession	0.203	0.030	<0.001	0.139
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The table 11 shows that the 6 dimensions are useful in measuring the teachers' motivation. Although the standardized estimates of all dimensions are all significant ($p < .01$), the teachers' motivation is greatly reflected in their esteem ($\beta = .208$, $p < .01$) and self-actualization ($\beta = .202$, $p < .01$) aspects. The overall motivational level of the teachers significantly explains all the dimensions with medium effect size. Considering the dimensions of organizational commitment, all standardized regression estimates are significant ($P < .01$) with small effect size to continuance commitment and large effect size to affective and internalization commitments. The standardized estimate on the three dimensions of work engagement are all significant ($p < .01$) with medium effect sizes. The best indicator of the teachers' organizational commitment is the teachers' dedication $\beta = .374$, $p < .01$). The five dimensions of teachers' job satisfaction are all significant ($p < .01$) with small to medium effect sizes. The teachers' job satisfaction is greatly reflected in their security ($\beta = .264$, $p < .01$) and psychological ($\beta = .272$, $p < .01$) satisfactions.

5.0 DISCUSSION

WarpPLS version 5 was used to determine the relationships among teachers' motivation, job satisfaction, organizational commitment, and work engagement. The study found that there is significant positive relationship between motivation and job satisfaction indicating that teachers with higher level of motivation are more satisfied in their job, supporting the findings of Smith and Shields (2013), Saleem, Mahmood, and Mahmood (2010) and Khalid, Salim, and Loke, (2011). In improving job satisfaction, it is important to consider motivations such as pay (Stringer, Didham, & Theivananthampillai, 2011), employee recognition (Dartey-Baah & Amoako, 2011), assigning task according to expertise (Shah, Akhtar, Zafar, & Riaz, 2012), and other rewards (Khalid, Salim, & Loke, 2011).

Private secondary school teachers are motivated due to their feeling of belongingness in the organization. Their positive relationships with their co-teachers and students keep them motivated. The teachers' motivation greatly explained their esteem which happens when there is respect in the workplace and self-actualization when they are given opportunity to share their expertise. Additionally, teachers have high level of job satisfaction because of their love for the teaching profession. They find teaching challenging and interesting. They find satisfaction for doing their job. The teachers' overall job satisfaction is greatly explained by their security satisfaction which is having a safe working condition and their psychological satisfaction thinking the importance of their work on the lives of other.

The study also found that there is significant positive relationship between motivation and organizational commitment. This is consistent to the findings of Kontoghiorghes (2016) and Salleh, Zahari, Said, and Ali (2016). Then again, consistent to the findings of Naderi Anari (2012), Katsikea, Theodosiou, Perdakis, and Kehagias (2011), Fruend (2005), Eslami and Gharakhani, (2012), and Caillier (2013), there is also positive relationship between job satisfaction and organizational commitment. As put forward by Battistelli, Galletta, Portoghese, and Vandenberghe (2013), motivated and committed employees are needed to promote organizational performance.

Table 12.

Correlation among the dimensions of the motivation, job satisfaction, organizational commitment, and work engagement.

		Motivation					Commitment			Engagement			
		Physiological	Safety	Belongingness	Esteem	Self-actualization	Intrinsic	Affective	Continuance	Internalization	Vigor	Dedication	Absorption
Job Satisfaction	Economic	.509**	.441**	.349**	.432**	.399**	.387**	.414**	.237**	.416**	.301**	.267**	.283**
	Security	.516**	.500**	.367**	.458**	.464**	.421**	.426**	.232**	.457**	.319**	.319**	.311**
	Social	.343**	.419**	.432**	.376**	.394**	.388**	.395**	.085**	.427**	.373**	.459**	.378**
	Psychological	.518**	.507**	.463**	.509**	.528**	.501**	.526**	.208**	.533**	.401**	.409**	.389**
	Profession	.283**	.382**	.332**	.301**	.310**	.370**	.258**	.085**	.365**	.426**	.589**	.468**
Organizational Commitment	Affective	.351**	.373**	.351**	.354**	.405**	.372**						
	Continuance	.200**	.167**	.141**	.195**	.189**	.131**						
	Internalization	.350**	.369**	.343**	.372**	.387**	.344**						
Work Engagement	Vigor	.301**	.328**	.314**	.300**	.329**	.399**						
	Dedication	.285**	.355**	.345**	.310**	.323**	.400**						
	Absorption	.284**	.317**	.301**	.277**	.318**	.333**						

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

Table 12 showed the positive correlations among the dimensions of motivation, job satisfaction, organizational commitment, and work engagement. Results revealed that between motivation and job satisfaction, highest correlation existed between self-actualization and psychological ($r = .528, p < .01$), physiological and psychological ($r = .518, p < .01$), and between physiological and security ($r = .516, p < .01$). Between motivation and organizational commitment, highest correlation existed between self-actualization and affective ($r = .405, p < .01$), self-actualization and internalization ($r = .387, p < .01$), and between safety and affective ($r = .373, p < .01$). Between motivation and work engagement, highest correlation existed between intrinsic and dedication ($r = .400, p < .01$), intrinsic and vigor ($r = .399, p < .01$), and between intrinsic and absorption ($r = .333, p < .01$). Between job satisfaction and organizational commitment, highest correlation existed between psychological and internalization ($r = .533, p < .01$), psychological and affective ($r = .526, p < .01$), and security and internalization ($r = .457, p < .01$). Between job satisfaction and work engagement, highest correlation existed between profession and dedication ($r = .589, p < .01$), profession and absorption ($r = .468, p < .01$), and between social and dedication ($r = .459, p < .01$).

Secondary school teachers were proven to have high level of organizational commitment due to their high level of affective commitment. Their sense of belongingness and positive feeling that they are part of the organization contributed to their strong commitment to the organization. Then again, the teachers' overall level of organizational commitment is greatly explained by their internalization commitment. Teachers prefer their organization because of the value it stands for.

In order to further enhance the organizational commitment of the employees, we may consider promotions, personal relationships, and favorable working conditions as posited by Eslami and Gharakhani (2012), job autonomy (Froese & Xiao, 2012), health and wellness (Caillier, 2013), quality of supervision and pay satisfaction (Malik, Nawab, Naeem & Danish, 2010). As put forward by Eslami & Gharakhani (2012), enhancing job satisfaction is necessary in order to improve the organizational commitment of the employees.

It was also established that motivation and job satisfaction are significantly related to work engagement. Many organizations focus on the different extrinsic motivations. However, according to Putra, Cho, and Lin (2017), intrinsic motivation played a significant role in improving the work engagement of the employees. Thus, both extrinsic and intrinsic motivation should be given equal importance. The significant positive relationship between job satisfaction and work engagement supported the studies of Rayton and Yalabik (2014), Ram and Prabhakar (2011), and Yeh (2013). As posited by Skaalvik and Skaalvik (2011), lack of satisfaction is likely to affect the teachers' work engagement.

The study proved that teachers have high level of work engagement due to their high level of dedication. They are more engaged because they are proud of what they are doing, they find their work challenging, and they find their work meaningful and purposeful.

6.0 CONCLUSION

The structural equation model revealed that teachers' motivation is significantly and positively related to organizational commitment, job satisfaction, and work engagement. This positive relationship indicates that higher level of motivation resulted to higher level of organizational commitment, job satisfaction, and work engagement. The model also revealed that teachers' motivation has the greatest effect on job satisfaction. Job satisfaction is also significantly and positively related to organizational commitment and work engagement. This indicates that higher level of job satisfaction results to higher level of organizational commitment and work engagement. Additionally, job satisfaction has greater effect on organizational commitment than work engagement.

Aside from the significant direct effect of motivation to organizational commitment and work engagement, the indirect and total effect were also significant when the relationships are partially mediated by job satisfaction. The effect of motivation to organizational commitment and work engagement is greater when the employees are satisfied. In the area of human resource management, organizational commitment and work engagement are important factors in keeping potential teachers. The role of motivation and job satisfaction in improving the organizational commitment and work engagement of the teachers should be given serious attention. Sense of

belongingness and family spirit in the organization are very important for the teachers. It is also important that teachers have psychological satisfaction.

Considering the results of the study, programs and activities should be organized by school administrator to improve teacher's motivation. Policies on assignment of workload should be reviewed to provide teachers better work-life balance to further motivate them to be more satisfied, committed and engaged in their work.

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