

The Combined Mediating Effects of Professionalism and Time Management on the Relationship between Work Values And Organizational Commitment

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ABSTRACT: Organizational commitment is a significant measure of human behavior that encompasses various complicated processes, including intellectual, physical, emotional, and social activities. This study was designed to determine the combined mediating effects of professionalism and time management on the relationship between work values and organizational commitment among public school teachers in Region XI, Philippines. A descriptive-correlational quantitative research design was employed using path analysis. Data was collected using an adapted survey questionnaire from 400 public school teachers who were selected through stratified random sampling. The statistical tools used for data analysis included mean, Pearson Product-Moment correlation, and Linear Regression Analysis. The results indicate that work values, organizational commitment, and professionalism levels were very high, while time management was high. Significant relationships were observed between work values and organizational commitment, work values and time management, work values and professionalism, professionalism and organizational commitment, and time management and organizational commitment. Moreover, professionalism and time management partially mediated the relationship between work values and organizational commitment. These findings feature teachers who exhibited strong work values and were more likely to demonstrate high levels of professionalism and effective time management, which in turn led to a greater degree of commitment to their organization. Furthermore, this study showed that teachers' commitment to their schools grew stronger when their work values were reflected in professional behavior and effective time management. It highlighted that commitment was shaped not only by what teachers believed in, but also by how they carried out their daily responsibilities and managed their time in meaningful ways.

KEYWORDS: professionalism, time management, work values, organizational commitment, mediating effects, Region XI, Philippines

I. INTRODUCTION

Organizational commitment is increasingly recognized as essential to the sustainability of public schools, as it significantly influences teachers' motivation, performance, and intention to remain in the profession. In the education sector, Sokal, Trudel, and Babb (2021) found that teachers who lacked organizational commitment performed worse and failed to meet institutional objectives. Low levels of organizational commitment among teachers remain a pressing concern, as they lead to disengagement, reduced loyalty, and decreased participation in collaborative activities (Bashir & Gani, 2020). This issue was further exacerbated during the period of online teaching, when increasing personal stress contributed to diminished organizational commitment among teachers (Akartuna & Serin, 2022). Moreover, inadequate salaries and insufficient benefits negatively affect teachers' commitment, making it difficult for schools to retain essential human resources, including skills, expertise, and professional knowledge (Boontantrapiwat & Kitcharoen, 2022).

To assist institutions accomplish their objectives, maintain stability, and promote innovation, organizational commitment is essential. It shows how much people match their professional behaviors with the organization's beliefs and goals (Radjuni, 2021). To create an optimal workplace that benefits both employers and employees, this dedication is essential (Fajagutana & Guhao, 2022). It is well known that teachers' organizational commitment is crucial in educational settings for improving student achievement and fostering teamwork among educators (Christopher, Elstad, Solhaug, & Turmo, 2016; Wilf-Miron, Kittany, Saban, & Kagan, 2022). Organizational commitment is widely recognized as a vital factor in improving performance and delivering essential societal services, mainly as globalization introduces new challenges that make such commitment increasingly indispensable (McCullough, 2020). Kim and Kim (2016) reported significant correlations between intrinsic work value and organizational commitment. Similarly, Ingarianti (2018) emphasized a positive and

Significant relationship between work value and organizational commitment highlighting a positive relationship between non-executive employees' work values and job participation, work values and organizational commitment, and job involvement and organizational commitment (Dabare & Sajeevanie, 2014). This shows that work values related to basic necessities or sustainable organizational development were very similar across generations as noted by Stiglbauer, Penz, and Batinic (2022). In addition, varying impacts of intrinsic and extrinsic work values on long-term organizational commitment and underscore the crucial role that job satisfaction plays in influencing employees' retention decisions (Mayowan, Siti Astuti, Utami, & Prasetya, 2025; Kozák & Soest, 2024). Furthermore, Kozák and Soest (2024) emphasize the significance of prompt career counseling in fostering strong, positive work values in teenagers. Guhao and Pellogo (2024) found that teachers' work values were shaped by three key indicators: competence and growth, comfort and security, and status and independence

Work values are strongly correlated with broader personal values as an indicator of professionalism and personality orientations (Ros, Schwartz, & Surkiss, 1999). Marimon (2022) found a substantial association between professionalism and work performance; work values also show a significant role. According to López-Morales, Rivera-Díaz, Ore-Zuñiga, Vera-Portilla, San-Martín, Delgado Bolton, & Vivanco (2020), professionalism plays a significant part in enhancing professionals' overall well-being. Moreover, Binti Zakaria, Nor, and Binti Alias (2021) demonstrated that students' achievement is significantly influenced by teacher's professionalism. There were statistically significant correlations among professionalism, job involvement, organizational commitment, and turnover intention as mentioned by Han, Sohn, Park, and Kang (2010). Wallace (1993) found a reasonably high positive correlation between organizational commitment and professionalism, as one of the indicator of professionalism. Similarly, Jung and Lee (2019) revealed that professionalism significantly predicted organizational commitment and served as a key mediator between personal traits and institutional engagement. The combination of professionalism and professional development improves teacher motivation, fortifies their dedication to the field, and eventually improves student learning results (Hailey, 2024). Alnasser, Williams, and Gosling (2025) highlighted how important professionalism is to providing high-quality care and building trust in medical environments. Guhao and General (2013) discovered that professionalism substantially impacts the leadership behaviors of school administrators.

Correlation between Time Management and Work Values shows that only the L2 managers have positive significant values on pride in craftsmanship, job Involvement, and activity preference, which indicates that endorsement of the ethic ideals does affect performance in a linear fashion (Shome, Bhardwaj, & Titus, 1996). In addition to having a direct impact on study engagement, time management also indirectly affects it through the mediating effects of self-control and mobile phone reliance, according to Patzak, Zhang, & Vytasek (2025). Moreover, students actively control when and how long they participate in the activities they believe are essential to achieving their academic objectives through time management, a crucial self-regulatory activity (Wolters and Brady, 2021). Reunanen and Einolander (2020) showed a significant correlation across all analyzed points of view between time management and organizational commitment. On the other hand, time management has also been shown to play a critical role in enhancing organizational commitment. A meta-analysis by Aeon, Faber, and Panaccio (2021) concluded that time management is moderately and positively correlated with job performance and well-being, both of which are closely linked to organizational commitment. According to Fu, Wang, Wang, Zhong, Chen & Fei (2025), time management affects study engagement both directly and indirectly through the mediating effects of self-control and mobile phone reliance. The results supported a comprehensive approach to higher education pedagogy, highlighting the need to incorporate effective time management instruction into university curricula to maximize learning outcomes and student growth (Liu, 2024). According to Arcenas, Valdevia, Taypin, Tajanlangit, Misajon, & Sarad (2025), teacher-coaches can improve their effectiveness and well-being by focusing on key priorities through the implementation of a time management matrix for all staff members and by empowering administrative officials to streamline work.

This study is anchored in Tajfel's (1979) Social Identity Theory, which suggests that individuals form their identities within social groups and that these associations foster and safeguard their sense of self. McLeod (2019) states that Tajfel's thesis made a substantial impact on psychology by examining how an individual's self-concept is shaped by their affiliation with a particular group. This idea holds that individuals obtain a feeling of pride and self-worth through their association with a specific group. The majority are perceived as having a significant impact on numerous work-related matters, including motivation, productivity, promotion prospects, tardiness, and absenteeism. One way to conceptualize labor value is based on Maslow's (1943, 1954) theory of higher-order needs. The author discovered that work values are a crucial determinant in transitioning to a higher social class or attaining a higher position within an organization.

This research was also supported by Wright’s (2002) Pickle Jar Theory, which provides an analytical model for organizing tasks and managing time efficiently. Wright’s theory is relevant to this study as it creates a clear picture of time management skills and shows how one can either maximize time or misuse time. It is based on a metaphoric illustration that uses the following materials: a pickle jar, rocks, pebbles, and sand.

Figure 1 shows the conceptual framework that presents the relationships between the four variables in the study, specifically, work values, organizational commitment, professionalism, and time management.

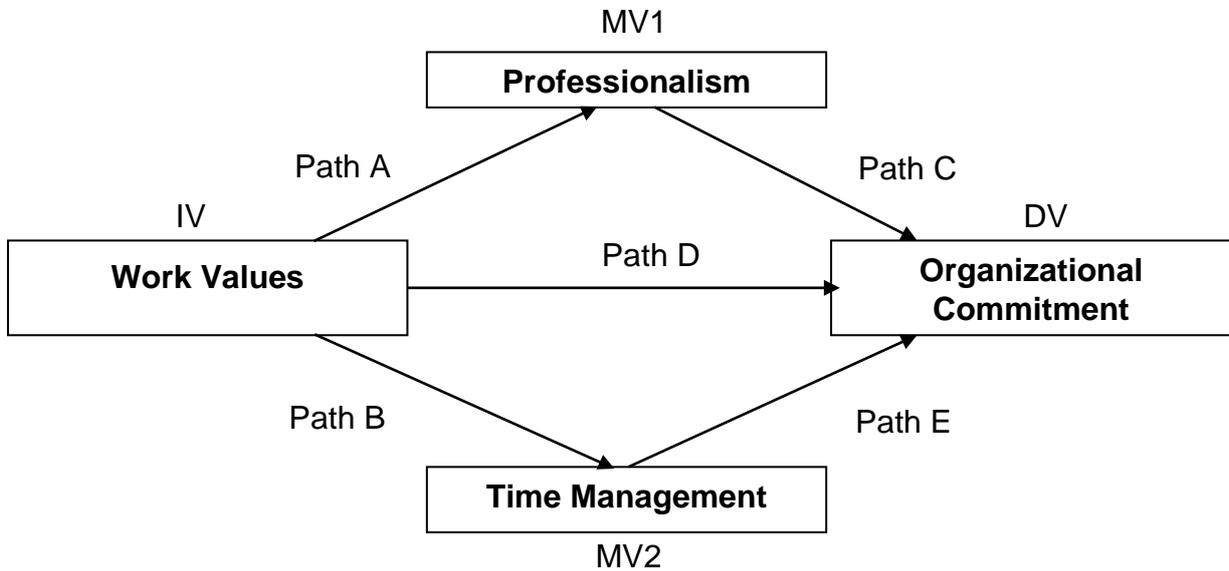


Figure 1. The study’s conceptual framework showing the variables of the study.

The independent variable of the study is work values Super (1969), which refers as beliefs, attitudes, judgment, action guiding standards, object and situation comparisons, and personal need factors that have six indicators, namely, social status of the job, activity preference, upward striving, attitude toward earnings, pride in work, and job involvement. The dependent variable is organizational commitment, the psychological bond that staff members have with their organizations, signifying their identity, participation, and allegiance to the organization, which has four indicators, namely, commitment to teaching profession, commitment to teaching, commitment to work team, and commitment to school (Li, 2024). The mediating variables of this study are professionalism and time management. Professionalism refers to the level of accountability, competence, and responsibility that a professional must possess, which has four indicators, namely, teachers’ characters, commitment to change and continual improvement, subject and pedagogical knowledge, and obligations and working relationships beyond the classroom (Parr, 2004). Time management is a technology of increasing efficiency of usage of time for task performance (Wilson, Joiner, & Abbasi, 2021; Britton & Tesser, 1991), which has three indicators, namely, short-range planning, time attitudes, and long-range planning.

Organizational commitment among public school teachers has become an increasingly urgent concern due to its direct impact on teacher performance, motivation, retention, and overall school effectiveness. Empirical studies reveal that low organizational commitment leads to teacher disengagement, reduced instructional quality, and weakened collaboration within schools (Bashir & Gani, 2020; Sokal, Trudel, & Babb, 2021). This problem has been further exacerbated by recent educational disruptions, particularly the shift to online and flexible learning modalities, which substantially increased teachers’ workload, stress levels, and emotional exhaustion—factors strongly associated with declining organizational commitment (Akartuna & Serin, 2022). If left unaddressed, diminished teacher commitment threatens the sustainability of public school systems and undermines long-term educational outcomes. Hence, the present study is urgently needed to address this critical gap and to support the Department of Education’s (DepEd) call for inclusive, participative, and transformative school leadership in pursuit of Sustainable Development Goals No. 4 (Quality Education) and No. 8 (Decent Work and Economic Growth). By examining the combined mediating effects of professionalism and time management on the relationship between work values and organizational commitment, this study provides evidence-based insights for school heads and DepEd officials to strategically align work values with organizational commitment, thereby fostering a more committed, resilient, and high-performing teaching workforce. Furthermore, this study aimed to determine the combined mediating effects of professionalism and time management on the relationship

between work values and organizational commitment among public school teachers in the Davao Region. Specifically, this study aimed to determine the level of teachers work values in terms social status of the job, activity preference, upward striving, attitude toward earnings, pride in work, and job involvement; to evaluate the level of teachers' professionalism in terms of teachers characters, commitment to change and continual improvement, subject and pedagogical knowledge, and obligations and working relationship beyond the classroom; to assess the level of teacher time management in terms of short range planning, time attitudes, and long range planning; and to ascertain the level of organizational commitment of teachers in terms of commitment to teaching profession, commitment to teaching, commitment work team, and commitment school; to establish the significant influence of work values on teacher organizational commitment; to assess the significant influence of work values on professionalism; to identify the significant influence of work values on teacher time management; to determine the significant influence of professionalism on organizational commitment; and to evaluate the significant influence of time management on organizational commitment.

Moreover, this study determined how professionalism and time management together mediate the relationship between work values and organizational commitment. In conclusion, this study provided invaluable insights into how professionalism and time management influence the connection between work values and organizational commitment in public secondary schools. The following null hypotheses were examined at the 0.05 significance level. First, there are no significant correlations between work values and organizational commitment, work values and professionalism, work values and time management, professionalism and organizational commitment, and time management and organizational commitment. Second, professionalism and time management do not mediate the relationship between work values and organizational commitment in public secondary schools. This study was significant in that it provided a deeper understanding of how work values influence organizational commitment among public school teachers through the combined mediating roles of professionalism and time management. The findings were beneficial to school administrators and Department of Education officials, offering evidence-based insights that could guide the development of policies, programs, and professional development initiatives aimed at strengthening teachers' commitment to their schools. For teachers, the study emphasized that aligning personal work values with professional behavior and effective use of time contributed to stronger engagement, responsibility, and dedication to their organization. From an academic perspective, the study enriched existing literature by addressing a gap in local research and by examining a combined mediation model within the educational context of Region XI, Philippines. Moreover, the results served as a valuable reference for future researchers seeking to explore related variables or conduct similar studies in different settings to further advance understanding of organizational commitment in education.

The findings of this study offer new insights to the field of education and may serve as a basis for developing strategies that increase awareness of organizational commitment in public secondary schools, ultimately supporting improved institutional systems, teacher performance, and student outcomes. Moreover, the study offers valuable guidance for school leaders on how to effectively integrate work values within their institutions, promote professionalism, and strengthen time management practices—all of which can enhance teachers' organizational commitment. Moreover, this research holds significance from a global educational standpoint, as it provides a foundation for system development, application, and improvement. It offers valuable insights into the conditions, factors, and influences on work values and their effects on teachers' organizational commitment, professionalism, and time management. Understanding organizational commitment is particularly important, as low levels of commitment among teachers can negatively affect the quality of education and undermine teacher competence and performance. Furthermore, this study serves as a valuable social reference for schools and educational institutions in designing development programs and activities that effectively promote time management, professionalism, and the integration of work values. It offers significant contributions by providing insights into how strengthening these areas can enhance teachers' organizational commitment. By highlighting the importance of work values and the roles of professionalism and time management, the study supports schools in creating conditions that foster higher levels of organizational commitment among teachers. Additionally, the results of this study serve as a valuable guide for Department of Education (DepEd) officials in developing programs and providing resources that support and inspire teachers in carrying out their daily duties and responsibilities. The findings offer insight into how DepEd leaders can effectively promote time management, professionalism, and the integration of work values within schools. Likewise, this research provides a significant basis for formulating recommendations for DepEd officials in Southern Mindanao, Region XI, particularly in enhancing teachers' organizational commitment across divisions. Furthermore, the study's findings help schools cultivates stronger time management practices, professionalism, and adherence to work values among teachers.

Furthermore, the results of this study were beneficial to the researcher, particularly as a member of the Department of Education committed to improving the organizational commitment of teachers. The findings may serve as a credible basis for the researcher to provide recommendations to DepEd Region XI on how to integrate these insights to strengthen teachers' organizational commitment across public schools. In addition, this research serves as a foundation for future scholars who may wish to explore other variables that could potentially predict organizational commitment or apply different research approaches to address existing and persistent issues related to teachers' commitment within the educational system. The analysis of this study aligns with the United Nations Sustainable Development Goals, particularly SDG 4, SDG 3, and SDG 8, as it emphasizes conditions necessary for fostering quality and sustainable educational environments. By examining work values, professionalism, time management, and organizational commitment among teachers, the study directly supports SDG 4 Quality Education, which advocates for inclusive, equitable, and high-quality learning systems through competent and motivated educators. Strengthening teachers' professionalism and organizational commitment contributes to more effective teaching practices and enhanced learning outcomes. At the same time, the study resonates with SDG 3 Good Health and Well-Being by underscoring the importance of healthy, supportive, and manageable work environments. Improved time management and strong organizational commitment promote teachers' psychological well-being, reduce stress, and encourage a more positive school climate. Furthermore, the study supports SDG 8 Decent Work and Economic Growth by highlighting factors that promote productive employment, continuous professional development, and dignified work conditions for teachers. By promoting strong work values, professional behavior, and efficient use of time, the study reinforces practices that uplift the teaching workforce and enhance overall institutional performance.

II. METHOD

This section provided an overview of the study's methodology, including details on how the study was carried out, the individuals who participated in the research, the materials and equipment used, and the design and procedures implemented, when appropriate.

Respondents : The study was conducted at public secondary schools situated in Region XI to examine how work values, professionalism, and time management could potentially affect organizational commitment. The study comprised a cohort of 400 educators selected from an 18,432 diverse set of publicly funded secondary schools in the Davao Region. It used a heuristic approach a sample size of 400 individuals is deemed appropriate for conducting double mediation.

A scientific process was used to determine the study's participant count. About 400 public secondary school teachers from different public schools in Region XI were surveyed to represent the 18,432 population. A stratified random sample technique was used to calculate the number of respondents in each division using Raosoft software calculator and the double mediation standards (Savalei, 2021). The respondents of the study came from five provinces, namely Davao de Oro, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental. These provinces were divided into eleven divisions: the Davao de Oro Division, the Davao del Norte Division, the Davao del Sur Division, the Davao Oriental Division, the Davao Occidental Division, the Davao del Norte Division, the Mati City Division, the Davao City Division, the Panabo City Division, the Tagum City Division, and the Island Garden City of Samal Division. Specifically, the distribution was as follows: Davao City (111 teachers, 28%), Tagum City (18 teachers, 5%), Davao del Norte (41 teachers, 10%), Davao Oriental (44 teachers, 11%), Island Garden City of Samal (9 teachers, 2%), Davao Occidental (33 teachers, 8%), Panabo City (14 teachers, 4%), Davao de Oro (63 teachers, 16%), Davao del Sur (41 teachers, 10%), Digos City (13 teachers, 3%), and Mati City (13 teachers, 3%).

In terms of professional rank, the largest group of respondents consists of Teacher II, with 143 participants (38.75%). This is followed by Teacher I, with 132 respondents (33.50%), and Teacher III, with 100 respondents (23.75%). The Master Teacher group includes 22 Master Teacher I respondents (3.75%) and 3 Master Teacher II respondents (0.75%). In terms of years in service, the highest frequency falls within the 7–10 years bracket, with 103 respondents (25.75%). This is followed by 87 respondents with 11–15 years of service (21.75%), 57 respondents with 4–6 years (14.25%), 37 respondents with 16–20 years (9.25%), and 11 respondents with 1–3 years (2.75%). Those with longer service durations include 28 respondents with 21–25 years (7.00%), 21 respondents with 26–29 years (5.25%), and 14 respondents with 30 years and above (3.50%). This study offered educators in all public schools in Region XI to be chosen. Teachers who were not employed in the public secondary school were omitted from the group. Therefore, teachers working in private secondary schools were considered ineligible to participate in the study. Participation in the study was entirely voluntary, and no participants were obligated to withdraw. At any point during the process, if they experienced discomfort or no longer wished to continue, they were free to withdraw from the study without any consequences.

III. MATERIALS AND INSTRUMENTS

The study adapted a questionnaire with relevant items associated to the investigation. The first-hand draft was first shown to the researcher's adviser for comments and suggestions, and to the expert for validation. After validation, the questionnaire's reliability was assessed through a pilot test. There were four sets of questionnaires, modified by various authors, and validated by specialists. The expert's comments and suggestions were carefully considered and integrated into the finalization of the instruments. The initial section of the surveys focuses on work values, which are measured using variables such as social status of the job, activity preference, upward striving, attitude toward earning, pride in work, and job involvement according to Dhanasarnsilp (2005). The second section focuses on professionalism, as outlined by Aris, Haqq, and Winarso (2022), and includes indicators such as pedagogical, personality, social, and professional. Conversely, the study conducted by Britton and Tesser (1991) identifies three key markers of time management: short-range planning, time attitudes, and long-range planning. Finally, according to Celep and Yilmazturk (2012), commitment to the teaching profession, commitment to teaching, commitment to the work team, and commitment to school are indicators of organizational commitment.

The reliability analysis showed that the four adapted instruments demonstrated very high internal consistency, with Cronbach's alpha values of .922 (TM), .974 (P), .946 (WV), and .959 (OC), resulting in an overall average coefficient of .950, which indicated excellent reliability of the research instruments. Gliem (2003) stated that Cronbach's alpha reliability coefficient typically ranges from 0 to 1. However, there is actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale. On the other hand, George and Mallery (2003) provided the following rules of thumb: Cronbach's Alpha > .9 – Excellent; Cronbach's Alpha > .8 – Good; Cronbach's Alpha > .7 – Acceptable; Cronbach's Alpha > .6 – Questionable; Cronbach's Alpha > .5 – Poor; and Cronbach's Alpha < .5 – Unacceptable. While increasing alpha's value is partially dependent on the number of items in the scale, it should be noted that this has diminishing returns. It should also be noted that an alpha of .8 is probably a reasonable goal. When using Likert-type scales, it is imperative to calculate and report Cronbach's alpha coefficient for internal consistency reliability for any scales or subscales used. The analysis of the data must then use these summated scales or subscales, not individual items. Cronbach's alpha does not provide reliability estimates for single items.

To interpret the mean scores for organizational commitment, work values, professionalism, and time management in public secondary schools, the study used a simple descriptive scale. Scores between 4.20 and 5.00 were classified as *very high*, meaning the behavior or practice was consistently and clearly observed. Scores from 3.40 to 4.19 were considered *high*, indicating that the behavior was evident most of the time. When the mean fell between 2.60 and 3.39, it was labeled *moderate*, suggesting that the behavior appeared occasionally. A mean score of 1.80 to 2.59 reflected a *low* level, meaning the behavior was seldom demonstrated. Finally, scores ranging from 1.00 to 1.79 signified a *very low* level, showing that the behavior was rarely, if ever, observed.

IV. DESIGN AND PROCEDURE

This study employed a quantitative research methodology, specifically utilizing correlational analysis and a double mediation model to examine the relationships among the variables: work values, professionalism, time management, and organizational commitment. The quantitative approach allowed the researcher to collect and analyze numerical data, identify patterns, forecast outcomes, and establish cause-and-effect relationships that could be generalized to a broader population (Bhandari, 2020). A correlational design was selected to explore the relationships and dependencies among the study variables. Specifically, a descriptive-correlational approach was employed to examine the relationships among work values, professionalism, time management, and organizational commitment among public elementary school teachers in Region XI. In addition, the study sought to determine the significance of the combined mediating effects of professionalism and time management on the relationship between work values and organizational commitment. In the mediation analysis, path analysis was utilized to assess the combined mediating effects of professionalism and time management on the relationship between work values and organizational commitment. Path analysis is designed to evaluate and compare the strength of both direct and indirect effects among variables. It extends the traditional regression model by examining how well a proposed set of causal relationships fits the observed correlation matrix. This approach is typically represented through diagrams that use arrows to indicate the direction of causal pathways, allowing researchers to visualize and interpret the mediating mechanisms involved. Meanwhile, the data collection process followed the systematic procedures and ethical protocols of the University of Mindanao. Accordingly, the researcher secured approval from the University of Mindanao

Ethics and Review Committee (UMERC), with Certificate of Approval No. UMERC-2025-043. In addition, an official request letter and endorsements from the University Research Coordinator and the Dean of the University of Mindanao–Professional School were obtained. After securing these approvals, the researcher submitted a formal request to the Department of Education, Regional Director of Region XI, to conduct the study. Furthermore, letters were sent to the eleven School-Division Superintendents within the region, seeking permission to administer the study to teachers in their respective divisions. After receiving approval, the researcher personally administered the survey questionnaires to public elementary school teachers in Region XI from February 1– March 31, 2025. The respondents were thoroughly informed about the purpose of the study, provided with detailed information to review, and encouraged to ask questions for clarification. They were also given sufficient time to consider their participation before being asked to sign the informed consent form. Throughout the data collection process, the respondents’ rights and their valuable contributions to advancing knowledge were respected and upheld. Moreover, no high-risk situations related to physical, psychological, or socio-economic concerns were encountered, as the study merely involved gathering teachers’ ideas and perceptions based on their professional experiences. Consequently, the focus on ethical conduct intensified and expanded in response to society’s demand for greater accountability. In addition to selecting appropriate research methodologies and methods, the ethical considerations surrounding the research process, as outlined in UMERC Form 2.5, were also deemed essential. Therefore, this study was reviewed by the University of Mindanao Ethics Review Committee (UMERC) panel of experts and found to be in order and compliant with the university's minimum standards of research ethics. The researcher was granted a Certificate of Approval with UMERC Protocol Number 2025-043.

V. RESULT AND DISCUSSION

This section presents the study’s findings and discusses their implications, the research objectives, and existing literature. The study aimed to explore how professionalism and time management mediate the relationship between work values and organizational commitment among employees. Using statistical analysis, the research examined the direct and indirect effects of work values on organizational commitment and evaluated the individual and combined mediating roles of professionalism and time management. The results revealed meaningful patterns that supported the study's theoretical assumptions. Specifically, the data showed that work values had a significant positive relationship with organizational commitment, confirming that employees who uphold strong personal values are more likely to remain loyal to their organizations. Furthermore, both professionalism and time management were found to significantly mediate this relationship, suggesting that these behavioral competencies play a crucial role in translating values into commitment. The discussion integrates these findings with insights from recent studies, such as those by Ricalpaza and Quines (2022), and Aeon et al. (2021), which similarly highlight the importance of professionalism and time management in shaping workplace behavior and organizational outcomes. By comparing current results with existing literature, this section provides a deeper understanding of how personal values and behavioral practices interact to influence organizational commitment and offers practical recommendations to enhance employee engagement and performance.

Level of Work Values : Table 1 shows an overall standard deviation of 0.545 with a mean of 4.35, which is *very high*. This indicates that work values were consistently observed and demonstrated. Specifically, the mean ratings of the indicators for work values were as follows: job involvement registered a mean rating of 4.21, interpreted as *very high*; the social status of the job obtained a mean rating of 4.16, classified as *high*; activity preference received a mean rating of 4.04, also categorized as *high*; upward striving likewise received a mean rating of 4.04, classified as *high*; pride in work registered a mean rating of 4.01, similarly interpreted as *high*; and attitude toward earning recorded a mean rating of 3.97, also classified as *high*.

Table 1
Level of Work Values

Indicator	SD	Mean	D.E.
Social Status of the Job	0.737	4.16	High
Activity Preference	0.667	4.04	High

Upward Striving	0.667	4.04	High
Attitude toward Earning	0.658	3.97	High
Pride in Work	0.621	4.01	High
Job Involvement	0.580	4.21	Very High
Overall	0.545	4.35	Very High

The very high response of public school teachers to Work Values indicates that the social status of the job affects commitment, as employees feel more attached to an organization when their job is respected by others. Activity preference increases commitment when employees enjoy the tasks they perform, while upward striving encourages employees to stay with an organization that offers growth and advancement opportunities. A positive attitude toward earning strengthens commitment by making employees feel secure and fairly rewarded. Having pride in work builds emotional attachment to the organization, and strong job involvement deepens commitment as employees become more engaged and dedicated to their work.

These findings were consistent with previous studies showing that work values were positively associated with organizational commitment. Employees who perceived high job status, meaningful work activities, and opportunities for growth tended to feel more valued and psychologically attached to their organizations, which strengthened their commitment (Lee & Kim, 2023; Wang & Abu Hasan, 2024). Positive attitudes toward earning and pride in work also enhanced affective commitment by fostering feelings of fairness, security, and identification with organizational goals (Murray & Holmes, 2021; Sturm, Jolly, & Williams, 2022). Moreover, job involvement emerged as a strong predictor of organizational commitment, as highly involved employees demonstrated greater engagement, effort, and willingness to remain with the organization (Hngoi, Abdullah, Wan Sulaiman, & Zaiedy Nor, 2024).

Level of Professionalism : Table 2 presents the level of Professionalism of Public Secondary School Teachers. The findings demonstrated an overall standard deviation of 0.514 with a mean of 4.47, which is *very high*; this further shows that professionalism is always observed and manifested.

Table 2
Level of Professionalism

Items	SD	Mean	D.E.
Are mastering the physical, psychological, socio-cultural, and intellectual aspects of students	0.607	4.43	Very High
Are designing a curriculum that is relevant to the development area being taught	0.693	4.40	Very High
Are organizing activities for educational development	0.646	4.49	Very High
Are communicating with students in a clear, sympathetic, and courteous manner	0.608	4.56	Very High
Are making the most of the assessment and evaluation results for the sake of learning	0.611	4.50	Very High
Are acting in a consistent way with religion, legal, social, and cultural traditions	0.657	4.51	Very High
Are demonstrating a strong work ethic, a high level of responsibility, pride in your work as a teacher, and self confidence	0.657	4.50	Very High

Are presenting themselves as a steady, stable, mature, intelligent, and authoritative individual	0.653	4.50	Very High
Are presenting themselves as a trustworthy individual with a noble character who can serve as an example to students and the community	0.638	4.52	Very High
Are acting objectively, and making no distinctions based on gender, religion, race, physical condition, family background, or social level	0.714	4.50	Very High
Are communicating effectively, empathically, and politely with colleagues, education professionals, parents, and the community	0.634	4.49	Very High
Are adapting to the location of duty across Davao Regions' socio-culturally diverse area	0.714	4.40	Very High
Are communicating in oral and written form to professional community and other professions	0.683	4.44	Very High
Are mastering the material, structure, concept, and scientific mentality that underpins the topics being taught	0.753	4.40	Very High
Are mastering the development field that is taught	0.607	4.50	Very High
Are designing learning resources that are artistically guided	0.708	4.41	Very High
Making use of information and communication technologies to communicate and grow	0.602	4.53	Very High
Making reflective actions that help develop professionalism in a long-term way	0.719	4.46	Very High
Overall	0.514	4.47	Very High

Acting consistently with religious, legal, social, and cultural traditions reflects ethical professionalism and respect for the values upheld by the educational community. Demonstrating a strong work ethic, a high level of responsibility, pride in one's role as a teacher, and self-confidence further reinforces professional integrity and commitment to quality instruction. Additionally, communicating effectively, empathically, and politely with colleagues, education professional, parents, and the community foster a supportive learning environment, strengthens teacher-student relationships, and promotes mutual respect.

Recent studies emphasize that teachers' ethical conduct and consistency with religious, legal, social, and cultural traditions are fundamental to professionalism in education. Şahin and Yüksel (2021) found that ethical teacher behaviors are rooted in respect for societal values, justice, and accountability, highlighting that teachers are expected to act in ways that align with cultural and moral norms upheld by their communities. Similarly, in terms of work ethics, a high level of responsibility, pride in work as a teacher, and self-confidence, studies show that teachers who display these qualities demonstrate stronger commitment and effectiveness. Gunawan and Widodo (2021) found that work ethics and responsibility significantly influence organizational commitment, while Tacadena and Muico (2022) reported that teachers who take pride in their work and possess self-confidence exhibit greater commitment, involvement, and satisfaction in their teaching roles.

Level of Time Management : Table 3 presents the level of time management for public school teachers with the results of an overall standard deviation of 0.537 with a mean of 4.18, *high*. This means that time management is always observed or manifested.

Table 3
Level of Time Management

Items	SD	Mean	D.E.
Are making a list of the things they have to do each day	0.730	4.31	Very High
Are planning their day before they start it	0.756	4.37	Very High
Are making a schedule of the activities they have to do on workdays	0.669	4.40	Very High
Are writing a set of goals for themselves for each day	0.709	4.30	Very High

Are spending time each day planning	0.701	4.24	Very High
Are having a clear idea of what they want to accomplish during the next week	0.702	4.31	Very High
Are setting and honoring priorities	0.654	4.35	Very High
Are finding themselves doing things that interfere with their schoolwork simply because they hate to say "No" to people	0.992	3.88	High
Are feeling that sometimes they are in charge of their own time,	0.865	4.07	High
Are spending more time with personal grooming than doing schoolwork	1.236	3.45	High
Are believing that there is room for improvement in the way they manage their time	0.690	4.38	Very High
Are making constructive use of your time	0.650	4.35	Very High
Are continuing profitable routines or activities	0.948	4.02	High
Are keeping their desk clear usually of everything other than what they are currently working on	0.872	4.14	High
Are setting of goals for the entire quarter	0.699	4.32	Very High
Are working usually the night before the major assignment is due	0.960	4.00	High
Are reviewing regularly their class notes, even when a test is not imminent	0.705	4.19	High
Are thinking it is the best to do a little bit of work on each day than doing nothing all day.	0.714	4.23	Very High
Overall	0.537	4.18	High

Spending time each day planning, planning their day before it begins, and setting and honoring priorities reflects a deliberate and organized approach to time management that supports both productivity and well-being. By regularly preparing for the day ahead, individuals can focus on what truly matters, reduce unnecessary stress, and make thoughtful decisions about how their time and energy are used. Consistently honoring priorities allows them to stay aligned with their goals, maintain balance among responsibilities, and work more effectively and purposefully throughout the day.

This result aligns with the study of Kader and Elissa (2015), which found that Kader enhances academic self-efficacy and improves the effective use of time, supporting the finding that planning the day before it begins helps individuals approach tasks with greater focus, organization, and confidence. Moreover, planning the day before it begins is linked to increased academic engagement and reduced procrastination, highlighting its role in effective time management (Aeon et al., 2021). Furthermore, honoring priorities also contributes to greater productivity and a healthier work-life balance (Dakshinkar & Nimsarkar, 2023).

Level of Organizational Commitment : Table 4 shows the level of organizational commitment among teachers in public elementary schools. The findings indicate a very high level of organizational commitment, with an overall standard deviation of 0.511 and a mean of 4.35 at a *very high*. This suggests that teachers' organizational commitment was consistently demonstrated and frequently observed. In terms of the specific indicators of organizational commitment the mean ratings were as follows: commitment to school registered a mean rating of 4.43, interpreted as *very high*; commitment to the teaching profession recorded a mean rating of 4.35, classified as *very high*; commitment to teaching obtained a mean rating of 4.34, also interpreted as *very high*; and commitment to the work team received a mean rating of 4.28, likewise categorized as *very high*.

Table 4
Level of Organizational Commitment

Indicators	SD	Mean	D.E.
Commitment to Teaching Profession	0.572	4.35	Very High
Commitment to Teaching	0.556	4.34	Very High

Commitment to Work Team	0.609	4.28	Very High
Commitment to School	0.562	4.43	Very High
Overall	0.511	4.35	Very High

The level of organizational commitment together represents an educator’s holistic dedication to teaching and the educational organization. Commitment to the Teaching Profession reflects attachment to professional values, ethics, and identity; Commitment to Teaching emphasizes dedication to instructional excellence and student learning; Commitment to the Work Team highlights collaboration and trust among colleagues; and Commitment to the School signifies loyalty to the school’s goals, vision, and culture. Collectively, these commitments demonstrate alignment with professional standards, quality teaching, collaborative relationships, and the school’s mission and culture.

Recent studies affirm that commitment to the teaching profession reflects educators’ adherence to professional values, identity, and long-term dedication to teaching, sustaining ethical practice, and professional perseverance (Türk & Korkmaz, 2022; Ma, 2022). Meanwhile, Commitment to Teaching, which focuses on dedication to instructional practice and excellence, has been strongly linked to instructional quality and continuous pedagogical improvement (Leijen, Pedaste, Baucal, Poom-Valickis, & Lepp, 2024; Zhang & An, 2024). Furthermore, in collaborative contexts, commitment to work team has been associated with trust, shared responsibility, and collective efficacy, strengthening professional relationships among teachers (Meredith, Moolenaar, Struyve, Vandecandelaere, Gielen, & Kyndt, 2023; Kolleck, Schuster, Hartmann, & Gräsel, 2021). Moreover, Commitment to School represents teachers’ alignment with institutional goals and school culture, influenced by leadership and supportive environments (Sutiyatno, Santoso, & Susilo, 2022; Xu & Pang, 2024). Overall, these commitments capture educators’ dedication to professional values, instructional excellence, collaborative relationships, and the school’s goals and culture.

Significance between Levels of Work Values and Professionalism : Table 5 reflects the overall r-value attained by the aforesaid measures is 0.587 with a p-value less than 0.05, hence significant, thereby rejecting the null hypothesis of no significant relationship. All dimensions of work values show a positive and significant relationship with professionalism, as evidenced by their correlation coefficients and the high statistical significance ($p < 0.05$). The results suggest that professionals who place importance on the social status of their job, show preference for active engagement, display upward striving, maintain a strong attitude toward earning, feel pride in their work, and demonstrate job involvement are more likely to exhibit higher professionalism.

Table 5
Significance between Levels of Work Values and Professionalism

Work Values	Professionalism
	Overall
Social Status of the Job	.343* (0.000)
Activity Preference	.449* (0.000)
Upward Striving	.415* (0.000)
Attitude toward Earning	.404* (0.000)
Pride in Work	.523* (0.000)
Job Involvement	.709* (0.000)
Overall	.587* (0.000)

*Significant at 0.05 significance level.

It affirms the recent finding of (Ros, Schwartz, & Surkiss, 1999) that work values are strongly correlated with broader personal values as an indicator of professionalism and personality orientations. It also aligns with the study of Marimon (2022), which found a substantial association between professionalism and work performance; work values also show a significant role.

Significance between Levels of Professionalism and Organizational Commitment : Table 6 reveals the overall r-value attained by the aforesaid measures is 0.753 with a p-value less than 0.05, hence significant, thereby rejecting the null hypothesis of no significant relationship. That professionalism has a positive and highly significant relationship with all dimensions of organizational commitment. The correlation values, all significant at $p < 0.05$, demonstrate that higher levels of professionalism are consistently associated with stronger commitment to the teaching profession, teaching itself, work team, and school.

Table 6
Significance between Levels of Professionalism and Organizational Commitment

Professionalism	Organizational Commitment				Overall
	Commitment to Teaching Profession	Commitment to Teaching	Commitment to Work Team	Commitment to School	
Overall	.700* (0.000)	.656* (0.000)	.635* (0.000)	.689* (0.000)	.753* (0.000)

*Significant at 0.05 significance level.

This finding is consistent with Han, Sohn, Park, and Kang (2010), who found statistically significant correlations between professionalism, job involvement, organizational commitment, and turnover intention. This is also supported by Wallace's (1993) study, which found a reasonably high positive correlation between organizational commitment and professionalism as one of its indicators. This is also aligned with the study of Jung and Lee (2019) revealed that professionalism significantly predicted organizational commitment and served as a key mediator between personal traits and institutional engagement.

Significance between Levels of Work Values and Time Management : The table shows that the aforesaid measures attain an overall r-value of 0.647, with a p-value less than 0.05, indicating a significant relationship and thereby rejecting the null hypothesis of no significant relationship. All dimensions of work values show a positive and highly significant relationship with time management ($p < 0.05$). This means that as work values strengthen, the ability to manage time effectively also improves. Among the indicators, job involvement shows the strongest correlation, indicating that individuals who are deeply engaged and committed to their work are more likely to plan, prioritize, and allocate time efficiently. Pride in work and activity preference also exhibit strong correlations, suggesting that personal satisfaction with one's job and preference for active participation contribute to disciplined and organized use of time. It is congruent with the study of Shome, Bhardwaj, & Titus (1996) that the correlation between Time Management and Work Values shows that only the L2 managers have positive significant values on Pride in Craftsmanship, Job Involvement, and Activity Preference, which indicates that endorsement of the ethic ideals does affect performance in a linear fashion.

Table 7
Significance between Levels of Work Values and Time Management

Work Values	Time Management
	Overall
Social Status of the Job	.427* (0.000)
Activity Preference	.517* (0.000)
Upward Striving	.496* (0.000)

Attitude toward Earning	.470* (0.000)
Pride in Work	.550* (0.000)
Job Involvement	.638* (0.000)
Overall	.647* (0.000)

*Significant at 0.05 significance level.

Significance between Levels of Time Management and Organizational Commitment : The table reveals that the overall r-value attained by the aforesaid measures is 0.824 with a p-value less than 0.05, hence significant, thereby rejecting the null hypothesis of no significant relationship. That time management has a strong and highly significant positive relationship with all dimensions of organizational commitment ($p < 0.05$). This suggests that individuals who effectively plan, organize, and utilize their time are more likely to demonstrate loyalty, dedication, and responsibility toward their profession, teaching role, work team, and school. The highest correlation is between time management and overall organizational commitment, indicating that effective time management skills are a key driver of holistic dedication to organizational goals and values. Strong relationships with commitment to the teaching profession and to teaching highlight that disciplined time use directly supports professional growth and quality teaching practices.

Table 8
Significance between Levels of Time Management and Organizational Commitment

Time Management	Organizational Commitment				Overall
	Commitment to Teaching Profession	Commitment to Teaching	Commitment to Work Team	Commitment to School	
Overall	.770* (0.000)	.733* (0.000)	.706* (0.000)	.724* (0.000)	.824* (0.000)

*Significant at 0.05 significance level.

The analysis of the study of Reunanen and Einolander (2020) shows that there is a significant correlation in all analyzed points of view between time management and organizational commitment. On the other hand, time management has also been shown to play a critical role in enhancing organizational commitment. The finding is congruent to Aeon et al. (2021) concluded that time management is moderately and positively correlated with job performance and well-being, both of which are closely linked to organizational commitment.

Significance between Levels of Work Values and Organizational Commitment : The table indicates that the aforesaid measures attain an overall r-value of 0.408, with a p-value less than 0.05, indicating significance and thereby rejecting the null hypothesis of no significant relationship. All dimensions of work values show a positive, highly significant relationship with organizational commitment ($p < 0.05$). This means that the stronger an individual's work values, the higher their level of commitment to their profession, teaching role, work team, and school. Among the specific work values, job involvement shows the strongest correlation with all organizational commitment dimensions, particularly with overall organizational commitment, suggesting that deep engagement in one's work is a key driver of loyalty and dedication to the organization. Pride in work and activity preference also have strong associations, suggesting that personal satisfaction and enjoyment in one's work contribute significantly to sustained commitment.

Table 9
Significance between Levels of Work Values and Organizational Commitment

Work Values	Organizational Commitment				Overall
	Commitment to Teaching Profession	Commitment to Teaching	Commitment to Work Team	Commitment to School	
Social Status of the Job	.363* (0.000)	.326* (0.000)	.429* (0.000)	.327* (0.000)	.408* (0.000)
Activity Preference	.420* (0.000)	.431* (0.000)	.502* (0.000)	.407* (0.000)	.496* (0.000)
Upward Striving	.421* (0.000)	.368* (0.000)	.507* (0.000)	.439* (0.000)	.490* (0.000)
Attitude toward Earning	.401* (0.000)	.336* (0.000)	.504* (0.000)	.405* (0.000)	.465* (0.000)
Pride in Work	.521* (0.000)	.501* (0.000)	.486* (0.000)	.464* (0.000)	.554* (0.000)
Job Involvement	.657* (0.000)	.560* (0.000)	.522* (0.000)	.653* (0.000)	.671* (0.000)
Overall	.577* (0.000)	.524* (0.000)	.621* (0.000)	.558* (0.000)	.642* (0.000)

*Significant at 0.05 significance level.

The study by Kim and Kim (2016) found significant correlations between intrinsic work value and organizational commitment. The study by Ingarianti (2018) also indicated a positive and significant relationship between work value and organizational commitment. Also, the study's findings highlight a positive relationship between non-executive employees' work values and job participation, work values and organizational commitment, and job involvement and organizational commitment (Dabare & Sajeevanie, 2014).

Mediating Effect: Path Analysis : The study conducted a path analysis to examine the combined mediating effects of professionalism and time management on the relationship between work values and organizational commitment.

Table 10.
Mediating Effect : Path Analysis

PATH	ESTIMATES		SE	C.R.	P
	Unstandardized	Standardized			
WV ▼ PROF	.602	.587	.041	14.677	***
WV ▼ TM	.694	.647	.040	17.169	***
PROF ▼ OC	.347	.368	.030	11.729	***
WV ▼ OC	.090	.093	.037	2.455	.014
TM ▼ OC	.513	.569	.030	17.099	***

First, the path analysis indicates a significant effect of work values on teachers' professionalism ($p < 0.001$, ***), indicating a high level of statistical significance. The unstandardized estimate of 0.602 suggests that for every one-unit increase in work values, there is a corresponding 0.602-unit increase in professionalism. This implies that strong work values positively influence teachers' professionalism. It affirms the recent finding of Ros, Schwartz, & Surkiss (1999) that work values are strongly correlated with broader personal values, serving as indicators of professionalism and personality orientations. Second, the path analysis shows a significant influence of work values on teachers' time management, with p -values less than 0.001 (***), indicating a high level of statistical significance. The unstandardized estimate of 0.694 suggests that for every one-unit increase in work values, there is a corresponding 0.694-unit increase in time management. This means that strong work values positively contribute to enhancing teachers' time management practices. This finding aligns with Shome, Bhardwaj, and Titus (1996), who reported that the correlation between time management and work values was significant only among Level 2 managers. Specifically, positive associations were observed for pride in craftsmanship, job involvement, and activity preference, indicating that adherence to ethical ideals influences performance in a linear manner. Third, the path analysis reveals that professionalism positively influences teachers' organizational commitment, with p -values less than 0.001 (***), indicating strong statistical significance. The unstandardized estimate of 0.347 suggests that for every one-unit increase in professionalism, there is a corresponding 0.347-unit increase in organizational commitment. This indicates that professionalism significantly strengthens teachers' organizational commitment. Wallace (1993) also supports this finding, reporting a strong positive correlation between organizational commitment and professionalism, with professionalism serving as a key indicator of organizational loyalty.

Fourth, the path analysis indicates a significant effect of work values on teachers' organizational commitment ($p = 0.014$). The unstandardized estimate of 0.090 suggests that for every one-unit increase in work values, there is a corresponding 0.090 unit increase in organizational commitment. This implies that work values positively influence and enhance teachers' organizational commitment. Dabare & Sajeevanie (2014) emphasized that non-executive employees' work values are positively associated with job participation, organizational commitment, and job involvement, underscoring the strong link between personal values and organizational engagement. Lastly, the path analysis shows a significant influence of time management on organizational commitment, with p -values < 0.000 (***) indicating strong statistical significance. The unstandardized estimate of 0.513 suggests that for every one-unit increase in time management, there is a corresponding 0.513-unit increase in organizational commitment. This means that effective time management significantly enhances teachers' organizational commitment. Ingarianti (2018) also confirmed a positive and significant relationship between work values and organizational commitment, reinforcing the strong link between personal values and employees' dedication to their organization.

Table 11
Total, Direct, and Indirect Effects

Effect	<i>b</i>	95% CI	
		Lower	Upper
Total	.6553	.5791	.7314
Direct	.0903	.0240	.1565
Indirect (mediation)	-.1473	.2468	.0528

The path analysis results demonstrate that work values exert a substantial total influence on organizational commitment, with an overall estimate of 0.6553. This total effect consists of both direct and indirect components: the direct effect is 0.0903, while the indirect effect resulting from the mediating roles of professionalism and time management is -0.1473 . Considering both components together, the findings indicate that work values, as a whole, have a strong positive impact on organizational commitment despite the presence of a negative indirect pathway. Kim and Kim (2016) found significant correlations between intrinsic work values and organizational commitment. Similarly, Ingarianti (2018) confirmed a positive and significant relationship between work values and organizational commitment, reinforcing the strong link between personal values and organizational loyalty. Further analysis of the mediation effects reveals that the direct effect of 0.0903 highlights the influence of work values on organizational commitment, controlling for the mediating variables. This means that for every 1-unit increase in work values, there is a corresponding 0.0903-unit increase in organizational commitment. This indicates that work values have a positive, direct impact on

teachers' organizational commitment. There were statistically significant correlations among professionalism, job involvement, organizational commitment, and turnover intention, as reported by Han, Sohn, Park, and Kang (2010). Wallace (1993) found a reasonably high positive correlation between organizational commitment and professionalism as one of the indicators of professionalism. Similarly, Jung and Lee (2019) revealed that professionalism significantly predicted organizational commitment and served as a key mediator between personal traits and institutional engagement.

Further, the mediation analysis reveals an indirect effect of 0.1473, underscoring the significant influence of professionalism and time management as mediating variables. These mediators strengthen the relationship between work values and organizational commitment, suggesting that when schools cultivate strong work values, they not only enhance teachers' organizational commitment but also promote higher levels of professionalism and more effective time management. This demonstrates that professionalism and time management are vital in transmitting and amplifying the positive effects of work values within the school environment.

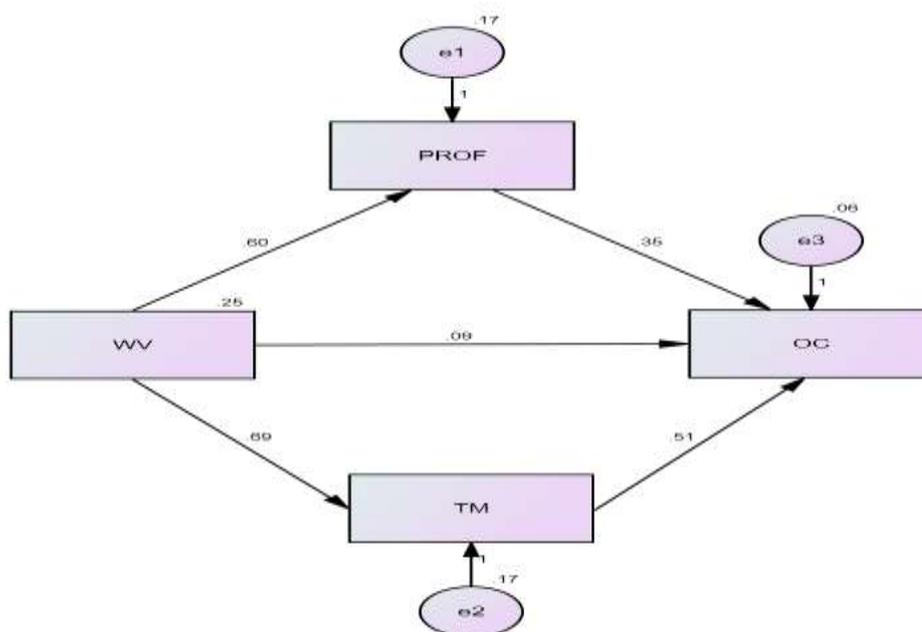


Figure 2. The combined mediating effects of professionalism and time management on the relationship between work values and organizational commitment.

Legend:

- IV- Work Values
- DV- Organizational Commitment
- MV1- Professionalism
- MV2- Time Management

The findings suggest that work values significantly enhance the organizational commitment of teachers through both direct and indirect mechanisms. By fostering professionalism and time management, schools with effective work values boost teachers' organizational commitment. Recent empirical research strongly supports the conclusion that work values, when paired with professionalism and time management, significantly enhance organizational commitment among teachers. This aligns with the study by Quines & Arendain (2023), which examines the effects of job satisfaction, organizational culture, and work-life balance on organizational commitment among public school teachers. The findings revealed that organizational culture and work-life balance—both closely tied to work values and time management—were strong predictors of organizational commitment. Teachers who felt aligned with their school's values and had balanced workloads showed higher levels of dedication and reduced turnover intentions. Similarly, Feng, Shi, Huang, & Ma (2024) explored the impact of work values on the professional development of primary and secondary school teachers. Their study found that work engagement mediated the relationship between work values and professional growth,

while perceived organizational support moderated it. These findings align with the study by Xu and Pang (2024), which found that teachers' organizational commitment increases with principals' genuine leadership, and that this link is reinforced when teachers possess strong social-emotional competence, wellness, and positive professional work values. Moreover, the mediating roles of professionalism and time management offer valuable insights for schools seeking to enhance teacher organizational commitment. According to Sukirman, Muhyi, Raharja, and Tahir (2024), empirical evidence indicates that high organizational performance and project managers' professional commitment, organizational commitment, and job happiness can satisfy stakeholders.

VI. CONCLUSION AND RECOMMENDATIONS

Based on the analysis, this section presents the conclusions and corresponding recommendations. This study investigated the combined mediating effects of professionalism and time management on the relationship between work values and teachers' organizational commitment in public secondary schools in Region XI. The findings revealed that work values significantly enhance organizational commitment both directly and indirectly through the mediating variables. Specifically, schools that cultivate strong work values create environments in which teachers demonstrate higher levels of professionalism and manage their time effectively. These conditions, in turn, contribute to stronger organizational commitment, as teachers feel more supported, responsible, and engaged in their roles.

The findings of this study align with Tajfel's (1979) Social Identity Theory, which explains that people become more committed to a group when they feel genuinely connected to it. In this research, teachers who embraced strong work values tended to show greater professionalism and better time management, which helped them feel more confident and more in tune with their school's values. As teachers experienced this alignment between their personal values and the school's values, they developed a deeper sense of belonging, which naturally strengthened their organizational commitment. In other words, when teachers feel that their school reflects who they are and supports what they believe in, they become more engaged, responsible, and committed, demonstrating the theory's idea that a positive group identity leads to stronger loyalty and attachment. The study's findings resonate with the Pickle Jar Theory of Effective Time Management, which emphasizes prioritizing essential tasks before less important ones. Results suggest that teachers with stronger work values were more likely to adopt this prioritization mindset, enabling them to focus on meaningful instructional and professional responsibilities rather than being overwhelmed by minor tasks. This alignment explains why teachers with good time management skills showed higher organizational commitment—they were able to allocate their energy to what truly mattered in their roles, reducing stress and increasing their sense of accomplishment. In essence, when teachers manage their time by placing "big rocks" first, they feel more in control, more effective, and more connected to their work, reinforcing the study's finding that effective time management serves as a powerful pathway through which work values enhance commitment to the school organization.

To strengthen teacher organizational commitment, schools are encouraged to intentionally cultivate strong work values by embedding them in daily routines, professional expectations, and school-wide culture. This may be supported by providing continuous professional development that reinforces ethical practice, collaboration, and reflective teaching, while also offering practical time-management training to help teachers prioritize essential tasks and reduce unnecessary workload. School leaders should model these values, create supportive systems that streamline processes, and acknowledge teachers who demonstrate professionalism and effective time use. By fostering a work environment that consistently upholds shared values and equips teachers with the skills to manage their responsibilities efficiently, schools can enhance teachers' engagement, sense of belonging, and long-term commitment to the organization.

Furthermore, the Department of Education officials is encouraged to strengthen national policies and programs that promote teachers' core work values, professionalism, and effective time management, as these factors have been shown to significantly enhance organizational commitment. DepEd officials may consider integrating structured values-based training, streamlined administrative processes, and capacity-building activities focused on professional ethics and prioritization skills into existing teacher development frameworks. By reducing unnecessary workload, reinforcing a culture of professionalism, and supporting schools in cultivating shared values, DepEd officials can help create learning environments where teachers feel valued, capable, and committed to long-term service in the public school system. Moreover, Future studies may look deeper into how and why professionalism and time management work together to connect teachers' work values with their commitment to their schools, perhaps by exploring the personal experiences and day-to-day challenges teachers face. Researchers could also include other factors such as leadership support, teacher well-being, school culture, or workload to see whether these strengthen or weaken the relationships found in this study. It would also be

valuable to examine different regions, grade levels, or types of schools to determine whether the patterns hold in other contexts. Using interviews, focus groups, or long-term tracking could provide a richer, more personal understanding of how teachers' values and habits develop over time and how these shape their sense of commitment to their work and their organization.

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