



ROLE OF PSYCHOLOGICAL EMPOWERMENT AND ORGANIZATIONAL COMMITMENT ON THE WORK ENGAGEMENT OF TEACHERS IN THE SENIOR HIGH SCHOOLS OF PANABO CITY

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ABSTRACT

This study examined the relationship between psychological empowerment, organizational commitment, and work engagement among public senior high school teachers in the Panabo City Division, and identified the particular dimensions that predict work engagement. A total of 137 teachers with at least one year of teaching experience participated. Respondents completed three survey questionnaires consisting of five-point Likert-scale items. Using a quantitative descriptive-correlational design, data were analyzed through weighted mean, standard deviation, Pearson correlation, and multiple regression analysis at a 0.05 significance level. Findings revealed that teachers demonstrated very high levels of psychological empowerment across all dimensions, with competence rated the highest, and high organizational commitment particularly in affective commitment. Work engagement was also high, with dedication rated the highest. Results showed a significant moderate positive relationship between psychological empowerment and work engagement, and a strong positive relationship between organizational commitment and work engagement. Regression analysis indicated that meaningfulness and impact were the only significant predictors of work engagement among psychological empowerment dimensions, while affective and normative commitment were the only predictors among organizational commitment dimensions. The study underscores the role of psychological empowerment and organizational commitment in sustaining work engagement of teachers. It is recommended that teachers create meaningful and impactful learning experiences, engage in continuous professional development, and strengthen collaboration with colleagues, while school systems ensure proper recognition of their contributions to enhance work engagement. Furthermore, future researchers are encouraged to explore other factors that may influence the work engagement of teachers.

KEYWORDS/PHRASES: *Psychological Empowerment, Organizational Commitment, Work Engagement*

INTRODUCTION

Work engagement of teachers is an essential component in instruction to provide a quality education to students. Teachers that are highly engaged at work are more committed, productive, and deeply involved. However, teacher work engagement has become a global challenge in the educational system today. Due to things like enormous workloads, ongoing stress, low empowerment, and a lack of support and acknowledgment in their work, teachers find it difficult to stay motivated, dedicated, engaged, and effective in their roles.

In an international study, Holmström et al. (2023) found that teachers in Finland had low work engagement and considerable levels of burnout symptoms. Teachers are likewise engaged in their work but are feeling exhausted. Moreover, it was discovered that teachers in the same country had poor levels of engagement at work since these individuals worked the hardest yet getting the least compensation (Pöysä, 2022). In the same manner, Wang et al. (2025) found that teachers in China are less engaged due to stress and increased workloads.

Nationally, the Philippines has comparable issues. According to Davao de Oro teachers, their level of engagement at work declines as their workload grows. This is important since it can impact both persons and organizations (Bayani & Maquidato, 2024). Additionally, a study conducted by Magtalas

(2024) on elementary teachers in Zambales found that excessive work overload is associated with greater burnout and can have a detrimental effect on teachers' engagement and well-being. Additionally, bak et al. (2020) discovered that Ilocos Sur and Ilocos Norte teachers exhibit low levels of professional engagement, which has a detrimental impact on their duties such as providing high-quality instruction.

Locally, Abella and Melchor (2024) revealed in their study that this problem about low work engagement of teachers is also a major concern in the Davao del Norte Division. Teachers experience high levels of stress due to the many administrative and non-teaching responsibilities assigned to them. Extracurricular activities, a demanding schedule, and excessive amount of paperwork all have a detrimental effect on their work engagement, which raises stress levels and makes it challenging for them to provide high-quality instruction.

Moreover, public senior high schools in Panabo City are currently dealing with the same challenges that affect the motivation and engagement at work of teachers. With the growing demands of the K-12 curriculum, teachers experience heavy workloads, additional administrative tasks, and pressure to meet performance standards, often with limited time and support, which can lead to stress and reduced enthusiasm. If this was not addressed, it is impossible to have effectiveness in teaching and achieve quality education in Panabo City.



While numerous studies emphasize the effects of psychological empowerment on the work engagement of teachers, none have yet examined the connection of both organizational commitment and psychological empowerment towards the work engagement of teachers in the Philippine educational setting, particularly in Region XI. Thus, leaving a gap in understanding how the two exogenous variables influence the endogenous variable (Sageer & Qureshi, 2023; Ballarta & Roberto, 2020). In addition, existing research often focuses on teacher retention and not how teachers are engaged in their work to effectively offer a quality education (Fernandez & Quines, 2023).

This research aimed to respond to the urgent concern of how psychological empowerment and organizational commitment influence the teacher's work engagement. Furthermore, this study aimed to establish the correlation and impact of exogenous variables towards the endogenous variable. It also determined which domain significantly influence work engagement of teachers in public senior high schools of Panabo City.

Statement of the Problem

This study determined the correlation of psychological empowerment and organizational commitment towards the work engagement of teachers. Also, it primarily aimed at responding to the questions below:

1. What is the level of psychological empowerment of senior high school teachers in terms of:
 - 1.1. Competence;
 - 1.2. Meaningfulness;
 - 1.3. Impact; and
 - 1.4. Autonomy
2. What is the level of organizational commitment of senior high school teachers in terms of:
 - 2.1. Affective Commitment;
 - 2.2. Continuance Commitment; and
 - 2.3 Normative Commitment
3. What is the level of work engagement of senior high school teachers in terms of:
 - 3.1. Vigor;
 - 3.2. Dedication; and
 - 3.3. Absorption;
4. Is there a significant relationship between:
 - 4.1. Psychological Empowerment and Work Engagement of senior high school teachers; and
 - 4.2. Organizational Commitment and Work Engagement of senior high school teachers.
5. Which domains of psychological empowerment and organizational commitment significantly influence work engagement of senior high school teachers?

METHODOLOGY

The methodological aspect of the research is presented in this chapter. This includes research design, ethical considerations, research participants, research tools, data collection process, and data analysis used in this investigation. It explains how each component was completed in a systematic and ethical way. These procedures enabled a more thorough examination of the correlation between the teachers'

psychological empowerment, organizational commitment, and work engagement,

Research Design

This study employed a quantitative descriptive-correlational research design to examine the relationship among psychological empowerment, organizational commitment, and teachers' work engagement. The quantitative approach was used to test the study's hypotheses (Ghanad, 2023), while the descriptive-correlational design described the variables and determined the relationships among them (Aggarwal & Ranganathan, 2019; Davis, 2021; Bhandari, 2021). This method provided reliable data for identifying factors that influence teachers' work engagement in public senior high schools in the Panabo City Division.

Respondents

The respondents were 137 public senior high school teachers from the Panabo City Division, selected from a population of 212 using the Raosoft Online Sample Size Calculator (Raosoft, 2004). Eligible participants had at least one year of teaching experience and were employed in public schools offering senior high school strands, regardless of age, gender, or marital status. This sample ensured adequate representation in assessing teachers' psychological empowerment, organizational commitment, and work engagement.

Sampling Design

Purposive sampling was used by selecting the four public schools in the Panabo City Division with the largest senior high school teacher populations. This ensured adequate representation of the target population and facilitated data collection, although the findings may not fully generalize to smaller schools. The sampling method was appropriate for selecting participants most relevant to the study objectives (Nyimbili & Nyimbili, 2024).

Research Instruments

Standardized questionnaires intended to measure teacher's psychological empowerment, organizational commitment, and work engagement were used as the primary data collection tool. To measure the perceptions and experiences of the respondents, the questionnaire included closed-ended questions with five-point Likert-scale items.

The study used an adapted survey questionnaire that was divided into three sections to collect data. The first section assessed the level of psychological empowerment, the second determined the degree of organizational commitment, and the third evaluated the level of work engagement of teachers.

Psychological Empowerment of Teachers

The questionnaire that was used to measure Psychological Empowerment in this study is a multidimensional self-report scale adapted from Spreitzer (1995). It assesses four key dimensions: meaningfulness, competence, self-determination or autonomy, and impact. The instrument contains 12 items, with three items assigned to each dimension. A pilot test was used in the present study to confirm the reliability of the adapted instrument, and the results showed strong internal consistency with a Cronbach's alpha of 0.85.



Organizational Commitment

Affective commitment, continuance commitment, and normative commitment are the three components of Meyer and Allen's (1990) framework, which was used in the second questionnaire to measure the organizational commitment of the teachers. It contains 18 items, with six items in each indicator. A pilot test in the current study verified the reliability of the adapted instrument, with a Cronbach's alpha of 0.82, indicating good internal consistency.

Work Engagement

The Utrecht Work Engagement Scale (UWES), which was adapted from Schaufeli and Bakker (2004), is the third questionnaire. It has sixteen items divided into three categories: vigor, dedication, and absorption. A pilot test was conducted to verify the reliability of instrument, and the results showed a Cronbach's alpha of 0.89, indicating strong internal consistency.

Data Gathering Procedure

To ensure the reliability, accuracy, and consistency of the information acquired, the data collection process adhered to a structured and systematic process. The procedure was conducted in Panabo City Division and was divided into several stages: Permission to Conduct the Study, Distribution and Retrieval of Questionnaire, and Data Analysis.

Permit to Conduct the Study and Retrieval of Questionnaire

After obtaining required permissions, the researcher worked with designated focal persons in each school within the Panabo City Division to ensure smooth communication and proper scheduling. Validated questionnaires were distributed either personally or through assigned coordinators. Respondents were informed of the objectives of the study and ethical considerations, including voluntary engagement, anonymity, and the freedom to discontinue involvement at any moment without consequence. Informed consent was also obtained from all respondents.

The questionnaires were completed in paper format, and enough time was given to finish them. All completed surveys were verified for accuracy and reliability, stored securely, arranged methodically, and encoded for statistical analysis.

Data Analysis

Several statistical tools were used for the data analysis in this study in order to test the stated hypotheses and answer the particular research objectives. The statistical tools that were applied are listed below.

Weighted mean. It was used to answer the first three research subproblems or SOP 1, SOP2 and SOP3, which centered on identifying the level of psychological empowerment, organizational commitment, and work engagement of teachers.

Standard deviation. This was also used to answer SOP 1, SOP 2, and SOP 3. This measured the variability and consistency of the respondents' answers.

Pearson Product-Moment Correlation Coefficient (r). It was applied to the fourth research subproblem, or SOP 4, which examined the correlation between psychological

empowerment and work engagement, as well as between organizational commitment and work engagement.

Multiple Regression Analysis. It was used for the fifth research subproblem or SOP 5, which aimed to determine which sought to identify the dimensions of psychological empowerment and organizational commitment that significantly influenced work engagement..

Ethical Considerations

This study strictly observed ethical principles to protect the rights, dignity, and welfare of all respondents. The research aimed to provide valuable insights in improving teachers' work engagement in public senior high schools in Panabo City through psychological empowerment and organizational commitment. Informed consent was secured from all respondents, and participation was voluntary with full awareness of their rights. The study ensured privacy and confidentiality in compliance with the Data Privacy Act of 2012, with all responses kept confidential and accessible only to the researcher. Minimal risks were involved, and respondents were allowed to skip uncomfortable questions while their emotional well-being remained a priority. Fairness, transparency, and professionalism were observed throughout the research process, with equal treatment given to all eligible participants. The researcher, qualified through educational background, teaching experience, and research training, conducted the study objectively without conflicts of interest. Adequate facilities, secure data handling, and collaboration with DepEd officials, school administrators, and teachers further ensured that the study remained ethical, credible, and relevant to the educational community.

RESULTS AND DISCUSSION

This chapter discusses the results, data analysis, and interpretations of data based on the problem posed in this study. The corresponding discussions follow to the order of the problems in Chapter 1.

Level of Psychological Empowerment in terms of Competence

Teachers demonstrated a very high level of psychological empowerment in terms of competence ($M = 4.62$, $SD = 0.47$), indicating that competence was always evident among public senior high school teachers. Statements which reveal the teachers confidence in doing the job (4.72), self-assurance in performing work activities (4.60), and autonomy in determining how to do the job (4.53) all obtained very high ratings. These findings are consistent with the studies of Crispo (2025) and Lei and Xu (2022a), which emphasized that competence enhances teachers' psychological empowerment, commitment, motivation, creativity, and confidence in carrying out professional responsibilities.

Level of Psychological Empowerment in terms of Meaningfulness

Teachers demonstrated a very high level of psychological empowerment in terms of meaningfulness ($M = 4.51$, $SD = 0.49$), indicating that meaningfulness was always evident among public senior high school teachers. Indicators such as meaningfulness of the work performed (4.65), personal



significance of work activities (4.49), and sense of fulfillment derived from work (4.38) all obtained very high ratings. These findings are consistent with Lei and Xu (2022b), whose study among English teachers found that teachers who perceive their work as meaningful tend to be more committed to their profession, actively engage in professional development, and remain motivated in carrying out their responsibilities.

Level of Psychological Empowerment in terms of Impact

Teachers demonstrated a very high level of psychological empowerment in terms of impact ($M = 4.14$, $SD = 0.59$), indicating that impact was always evident among public senior high school teachers. Items in the questionnaire such as presence in the department is of great help (4.28) obtained a very high rating, while control over the impact of what happened in the department (4.04) and influence over what happens in the department is significant (4.08) obtained high ratings. The standard deviation suggests generally consistent teacher perceptions. These findings are consistent with Maguad (2026), who reported a very high level of impact, indicating that teachers who perceive themselves as influential are more proactive and effective in implementing classroom strategies.

Level of Psychological Empowerment in terms of Autonomy

Teachers demonstrated a very high level of psychological empowerment in terms of autonomy ($M = 4.39$, $SD = 0.53$), indicating that autonomy was always evident among public senior high school teachers. Autonomy in determining how to do the job (4.39) and independently deciding how to carry out work (4.39) obtained the highest very high ratings, while opportunity for independence and freedom in performing the job (4.38) obtained the lowest very high rating. These findings are consistent with Peng et al. (2022), who reported that teachers with greater autonomy are more likely to provide quality learning experiences, exhibit higher teaching efficacy, job satisfaction, and well-being, and demonstrate greater commitment and enthusiasm in their profession.

Summary on the Level of Psychological Empowerment of Teachers

Teachers demonstrated a very high level of psychological empowerment ($M = 4.41$, $SD = 0.64$), indicating that psychological empowerment was always evident among public senior high school teachers. Indicators such as competence (4.62), meaningfulness (4.51), and autonomy (4.39) obtained very high ratings, while impact (4.14) obtained a high rating. These findings are consistent with Shqerat (2022), who reported a very high level of psychological empowerment among public teachers, leading to greater job satisfaction. Similarly, Llorente-Alonso et al. (2023) found that psychological empowerment enables teachers to perform their professional responsibilities effectively.

Level of Organizational Commitment in terms of Affective Commitment

Teachers demonstrated a high level of organizational commitment in terms of affective commitment ($M = 3.96$, SD

$= 0.66$), indicating that affective commitment was frequently evident among public senior high school teachers. Feeling part of the organization's family (4.18) obtained the highest high rating, while perceiving the organization's problems as one's own (3.51) obtained the lowest high rating. These findings are consistent with Cabanilla et al. (2024), who reported a high level of affective commitment among public school teachers, indicating strong identification with and emotional attachment to their schools. Similarly, Belmes et al. (2025) found that high affective commitment is associated with better work performance and reduced absenteeism.

Level of Organizational Commitment in terms of Continuance Commitment

Teachers demonstrated a high level of organizational commitment in terms of continuance commitment ($M = 3.75$, $SD = 0.84$), indicating that continuance commitment was frequently evident among public senior high school teachers. Difficulty of leaving the organization (3.95) and viewing employment as both a necessity and a desire (3.90) obtained the highest high ratings, while disruption in life upon leaving the organization (3.49) obtained the lowest high rating. The standard deviation suggests generally consistent teacher perceptions. These findings are consistent with Natividad et al. (2024), who likewise reported a high level of continuance commitment among teachers. Similarly, Bancoro (2023) found that teachers showed some hesitation regarding the difficulty of leaving the institution due to limited alternatives, suggesting that continuance commitment may also be influenced by personal attachment and economic considerations.

Level of Organizational Commitment in terms of Normative Commitment

Teachers demonstrated a high level of organizational commitment in terms of normative commitment ($M = 3.77$, $SD = 0.81$), indicating that normative commitment was frequently evident among public senior high school teachers. Sense of loyalty toward the organization (3.91) and owing a great deal to the organization (3.88) obtained the highest high ratings, while feelings of guilt associated with leaving the organization (3.63) obtained the lowest high rating. These findings are consistent with Belmes et al. (2025), who reported a high level of normative commitment, indicating that teachers demonstrate a strong sense of ethical responsibility and loyalty toward their organization. Likewise, Derakhshan (2022) emphasized that teachers remain committed because of their responsibility to students, connection with the school community, and dedication to achieving the school's shared goals.

Summary on the Level of Organizational Commitment of Teachers

Teachers demonstrated a high level of organizational commitment ($M = 3.83$, $SD = 0.97$), indicating that organizational commitment was frequently evident among public senior high school teachers. This suggests that teachers are not only emotionally invested in their organization but also recognize the importance of staying due to obligation and practical considerations. Indicators such as affective commitment (3.96), normative commitment (3.77), and continuance commitment (3.75) all obtained high ratings, with



affective commitment receiving the highest mean and continuance commitment the lowest. These findings are parallel with Santiago and Belen (2023) found that a strong organizational culture fosters teachers' dedication, loyalty, and overall organizational commitment

Level of Work Engagement in terms of Vigor

Teachers demonstrated a high level of work engagement in terms of vigor ($M = 4.03$, $SD = 0.61$), indicating that vigor was frequently evident among public senior high school teachers. Perseverance even when things do not go well at work (4.14) and being mentally focused during working hours (4.12) obtained the highest high ratings, while feeling excited to go to work in the morning (3.90) obtained the lowest high rating. These findings are aligned with Delima et al. (2025a), who reported high levels of vigor, indicating strong energy and psychological resilience in the workplace.

Level of Work Engagement in terms of Dedication

Teachers demonstrated a very high level of work engagement in terms of dedication ($M = 4.37$, $SD = 0.53$), indicating that dedication was always evident among public senior high school teachers. Pride in one's work (4.50) and finding work meaningful and purposeful (4.47) obtained the highest very high ratings, while work inspires me (4.24) obtained the lowest very high rating. The results were supported by Ariyanto et al. (2025) and Gutierrez et al. (2024) that dedication contributes to greater job satisfaction and organizational commitment despite workplace challenges.

Level of Work Engagement in terms of Absorption

A high level of work engagement in terms of absorption was observed ($M = 4.09$, $SD = 0.59$), indicating that absorption was frequently evident among public senior high school teachers. Time flies so fast during work hours (4.32) and feeling happy when working diligently (4.28) obtained the highest very high ratings, while forgetting everything around when working (3.81) obtained the lowest high rating. It was revealed in the study of Ariyanto et al. (2025) and Ly et al. (2024) that highly absorbed teachers demonstrate greater motivation, job satisfaction, creativity, and adaptability in the workplace.

Summary on the Level of Work Engagement of Teachers

A high level of work engagement was observed among public senior high school teachers ($M = 4.16$, $SD = 0.75$), indicating that work engagement was frequently evident. Indicators such as dedication (4.37) obtained a very high rating, while absorption (4.09) and vigor (4.03) obtained high ratings. It also suggests that teachers have a close relationship with the organizations they teach and show a desire to stay in their roles. Cabanilla et al. (2024) found that highly engaged teachers demonstrate greater teaching effectiveness, productivity, and contribute to improved student outcomes.

Significant Relationship between Psychological Empowerment and Work Engagement of Teachers

The findings revealed a significant positive relationship between psychological empowerment and work engagement ($r = 0.4854$, $p = 0.001$), leading to the rejection of

the null hypothesis. This indicates a positive and statistically significant association, with the correlation coefficient suggesting a moderate positive association between the two constructs. All indicators of psychological empowerment were significantly correlated with the dimensions of work engagement ($p < 0.05$), with meaningfulness showing the strongest relationship with dedication ($r = 0.4947$, $p = 0.000$) and overall work engagement ($r = 0.4589$, $p = 0.000$). These findings support the Self-Determination Theory, which posits that autonomy, competence, and relatedness foster intrinsic motivation and work engagement. Similarly, Sageer and Qureshi (2023) found that psychological empowerment significantly predicts teachers' work engagement, contributing to improved instructional quality and overall educational effectiveness.

Significant Relationship between Organizational Commitment and Work Engagement of Teachers

The findings revealed a significant strong positive relationship between organizational commitment and work engagement ($r = 0.6609$, $p = 0.000$), leading to the rejection of the null hypothesis. This indicates that higher levels of organizational commitment are associated with higher levels of work engagement among public senior high school teachers. All indicators of organizational commitment were significantly correlated with the dimensions of work engagement ($p < 0.05$), with affective commitment demonstrating the strongest relationship with the overall work engagement ($r = 0.6324$, $p = 0.000$). These findings support the Three-Component Model of Organizational Commitment by Meyer and Allen, which explains that affective, continuance, and normative commitment contribute to higher levels of work engagement. Similarly, Yandi and Havidz (2022) found that organizational commitment is positively associated with work engagement, as committed employees are more likely to exert effort, remain in the organization, and support its goals.

Multiple Regression Analysis on the Influence of Psychological Empowerment in Work Engagement of the Respondents

The regression analysis revealed that meaningfulness ($\beta = 0.302$, $B = 0.3138$, $p = 0.003$) and impact ($\beta = 0.2016$, $B = 0.1751$, $p = 0.028$) significantly predicted teachers' work engagement, whereas competence ($p = 0.892$) and autonomy ($p = 0.263$) were not significant predictors. The regression model was statistically significant ($R = 0.498$, $R^2 = 0.2479$, $F = 10.870$, $p < 0.001$), indicating that the dimensions of psychological empowerment explained 24.79% of the variance in teachers' work engagement. These findings partially support Dhanpat and Mkhwanazi (2023d), who identified meaningfulness, impact, and competence as significant predictors of work engagement. However, in the present study, only meaningfulness and impact significantly influenced work engagement, suggesting that the predictive role of competence may vary across educational contexts.



Multiple Regression Analysis on the Influence of Organizational Commitment in Work Engagement of the Respondents

The findings indicated that affective commitment ($\beta = 0.366$, $B = 0.2829$, $p < 0.001$) and normative commitment ($\beta = 0.478$, $B = 0.3009$, $p < 0.001$) were significant predictors of teachers' work engagement, whereas continuance commitment ($p = 0.292$) was not a significant predictor. The regression model was statistically significant ($R = 0.701$, $R^2 = 0.491$, $F = 42.700$, $p < 0.001$), indicating that the dimensions of organizational commitment explained 49.1% of the variance in teachers' work engagement. These findings partially support Peña et al. (2023), who identified affective commitment as a significant predictor of work engagement. However, the present study found that both affective and normative commitment significantly influenced work engagement, while continuance commitment did not, suggesting that the predictive role of organizational commitment dimensions may vary across educational settings.

Summary of Findings

The study sought to explore the significance of the relationship of psychological empowerment and organizational commitment towards the work engagement of teachers in Panabo City Division. The following summarizes the key findings:

1. Teachers demonstrated a very high level of psychological empowerment. Competence obtained the highest mean, indicating strong confidence in performing work responsibilities, while impact obtained the lowest mean, suggesting relatively lower perceptions of influence on learners and the school community.
2. Teachers exhibited a high level of organizational commitment. Affective commitment obtained the highest mean, indicating strong emotional attachment to the organization, whereas continuance commitment obtained the lowest mean, suggesting that teachers remain in the organization more because of emotional and moral commitment than the perceived costs of leaving.
3. Teachers demonstrated a high level of work engagement. Dedication obtained the highest mean, reflecting enthusiasm, inspiration, and pride in work, while vigor obtained the lowest mean, indicating slight variations in teachers' energy and resilience in meeting work demands.
4. Psychological empowerment had a significant moderate positive relationship with work engagement, while organizational commitment had a significant strong positive relationship with work engagement, indicating that higher levels of empowerment and commitment are associated with higher work engagement.
5. Meaningfulness and impact significantly predicted work engagement, suggesting that teachers are more engaged when they perceive their work as meaningful and impactful. Likewise, affective commitment and normative commitment significantly predicted work engagement, indicating that emotional attachment and a sense of moral obligation strengthen teachers' engagement at work.

Conclusion

Based on the findings of the study, the following conclusions are presented:

1. A very high level of psychological empowerment was evident among public senior high school teachers, indicating that it is always evident in their professional practice. This enables them to perform their responsibilities with competence, meaningfulness, impact, and autonomy.
2. A high level of organizational commitment was observed, indicating that it is frequently evident among public senior high school teachers. This demonstrates strong emotional attachment, loyalty, and commitment to the organization.
3. Likewise, a high level of work engagement was manifested, indicating that it is frequently evident among public senior high school teachers. This enables them to remain vigorous, dedicated, and absorbed in performing their professional responsibilities.
4. Psychological empowerment exhibited a significant moderate positive relationship with work engagement, whereas organizational commitment showed a significant strong positive relationship with work engagement. These findings imply that higher levels of empowerment and commitment contribute to greater teacher work engagement.
5. Meaningfulness and impact emerged as significant predictors of work engagement among the dimensions of psychological empowerment, while affective commitment and normative commitment were identified as significant predictors among the dimensions of organizational commitment. This indicates that teachers are more engaged when they perceive their work as meaningful and impactful and when they have strong emotional attachment and a sense of moral obligation to their organization.

Recommendations

In view of the findings and conclusions of this study, the following recommendations are proposed:

1. Teachers are encouraged to strengthen meaningfulness and impact through reflective practice and professional development to enhance work engagement.
2. School leaders may foster psychological empowerment and organizational commitment by providing a supportive work environment, involving teachers in decision-making, recognizing their contributions, and conducting training programs that promote meaningful work and organizational commitment.
3. Students are encouraged to maintain a positive and respectful learning environment to reinforce teachers' motivation and work engagement.
4. Future researchers may examine other factors influencing teachers' work engagement, such as leadership, school climate, job resources, and teacher well-being.

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