

Organizational Support, Work Engagement, and Commitment of Key Stage 1 Teachers on Inclusive Education

Jessette D. Cruz and Rey T. Eslabon
Pacita Elementary School
Colegio de La Castellana
Sitio Pacita, Brgy. Sag-ang, La Castellana Negros Occidental
Brgy. Robles, La Castellana Negros Occidental
Email address
rey.eslabon@wnu.sti.edu.ph
Orcid Account # Cruz
Orcid Account # Eslabon

Abstract

This study examined the relationship among organizational support, work engagement, and commitment of Key Stage 1 teachers in implementing inclusive education using a descriptive-correlational design. It assessed perceived organizational support in terms of training and development, recognition and rewards, and compensation and benefits; work engagement in dedication, vigor, and absorption; and commitment to inclusive practices. Findings revealed that teachers generally rated organizational support, work engagement, and commitment as high, indicating a supportive institutional environment and strong professional dedication to inclusive education. Most respondents were older and married, with varying lengths of service, reflecting a mature, experienced workforce. Significant differences emerged in selected areas: organizational support varied according to age, length of service, and aspects of training, compensation, and recognition, but not civil status; work engagement differed based on age and length of service in shared goals; and commitment showed variation in personal beliefs, age, and length of service, though not in collaboration, dedication, or civil status. Overall, results suggest that age, training, and teaching experience exert greater influence on organizational support, engagement, and commitment than civil status. The study underscores the importance of sustained professional development, adequate resources, recognition systems, and a positive organizational climate in strengthening teachers' motivation and capacity to implement inclusive education. It recommends mentoring and peer-learning initiatives, tailored training based on career stage, integration of inclusive values into evaluation systems, and continuous monitoring to ensure equitable support and maintain high levels of engagement and commitment.

Keywords: Organizational support, teacher commitment, work engagement

Bio-Profile:

Jessette D. Cruz is a licensed public elementary school teacher under the Schools Division of Negros Occidental. She holds a Master's Degree in Administration and Supervision. Her research interests include leadership, education, human resource development, and related fields, areas in which she aims to contribute through both practical experience and academic exploration.

Rey T. Eslabon is a licensed public elementary school teacher under the Schools Division of Negros Occidental. She holds a Master's Degree in Administration and Supervision. Her research interests include leadership, education, human resource development, and related fields, areas in which she aims to contribute through both practical experience and academic exploration.



Introduction

Rationale

Inclusive education is essential for fostering equitable learning opportunities for all students, particularly in public primary schools where teachers play a critical role in shaping and implementing inclusive practices. As stated in Republic Act 11650, enacted on March 11, 2022, the government is dedicated to ensuring that every citizen has the right to quality education, regardless of background or circumstances. It will take the necessary steps to make sure education is within reach for everyone. This principle aligns closely with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (United Nations, 2015). SDG 4 explicitly emphasizes inclusion, equity, teacher quality, and supportive learning environments, positioning teachers as key agents in achieving sustainable and inclusive education systems. This includes supporting learners with disabilities, as well as those from minority ethnic, religious, or linguistic groups, and indigenous communities. Education will be accessible and mandatory for all, ensuring that no one is left behind in receiving a fair, inclusive, and high-quality education. The government will also promote opportunities for continuous learning throughout people's lives, helping them grow and develop at every stage.

In line with this, ensuring equal access to education requires not only structural policies but also a supportive environment for educators, as their well-being is vital to the success of inclusive education initiatives. Organizational support, which reflects how institutions value teachers' contributions and well-being, has received attention for its role in mitigating burnout and enhancing work engagement. Supportive policies that prioritize teacher well-being are crucial for fostering commitment to inclusive education and ensuring that teachers remain dedicated to every child's development. This commitment improves teacher retention, job satisfaction, and educational outcomes, contributing to a more inclusive and effective learning environment (Gultekin et al., 2021).

Organizational support, which reflects teachers' perceptions of how much their institution values their contributions and prioritizes their welfare, has been shown to positively impact job satisfaction, commitment, and teacher performance (Canboy et al., 2021). Work engagement is a positive, fulfilling work-related mental state characterized by vigor, dedication, and absorption (Abidin et al., 2021). Also, it plays a vital role in teachers' ability to implement inclusive education effectively. Both organizational support and work engagement are crucial in enabling teachers to implement inclusive education effectively. Supportive work environments and high levels of teacher engagement significantly impact their dedication to inclusive practices. When teachers feel supported, they are more inclined to engage in professional development and collaborate with peers, creating a more inclusive setting that benefits both educators and students.

The researcher, as a preschool teacher for several years, is motivated to investigate the relationships among organizational support, work engagement, and commitment among public primary teachers engaged in inclusive education. By exploring these dynamics, the study seeks to offer valuable insights and recommendations to improve educator effectiveness and well-being, ultimately advancing inclusive practices in early childhood education.

Literature Review

Organizational support in inclusive education refers to the resources, policies, and practices that schools provide to assist Key Stage 1 teachers, including professional development, administrative support, collaborative environments, and inclusive teaching resources. Studies indicate that such support enhances teachers' job satisfaction, reduces stress, and strengthens self-efficacy, enabling them to effectively manage inclusive classrooms (Jiao et al., 2022). It fosters a sense of value and recognition among teachers, influencing their work engagement and willingness to collaborate (Wang et al., 2022; Wang, 2024). Furthermore, strong organizational support is linked to improved teacher performance, as employees who feel supported are more motivated and productive (Chu et al., 2024), while continuous training and development programs significantly enhance teaching practices and student outcomes (Wolf



& Pelee, 2019). Additional factors such as compensation, recognition, and supportive leadership further motivate teachers and improve performance (Sihabudin, 2021; Ningsih et al., 2021), ultimately promoting equity and inclusion in education by empowering teachers to address diverse learner needs (Hsieh et al., 2022; National Association for the Education of (Young Children, 2024).

In the Philippine context, the Philippine Public School Teachers Association works alongside the Department of Education to support educators through leadership development, school-based management, and programs that deliver quality basic education (PPSTA, 2022; DepEd, 2022). Organizational support plays a vital role in enhancing teacher performance by providing resources, professional development, and a supportive work environment that improves instructional delivery and teacher well-being (Salcedo & Chua, 2022; Pamplona & Serras, 2024; Blanco & Tingzon, 2023). Perceived organizational support, reflecting how teachers feel valued and supported, influences motivation, competence, and continuous professional growth through areas such as training, supervision, and partnerships (Clariño, 2020). Initiatives like career progression programs and continuing professional development further strengthen teachers' skills and adaptability to evolving educational demands (DepEd, 2022; Tulo & Lee, 2022), while compensation, recognition, workload balance, and career growth opportunities significantly affect teachers' job satisfaction, motivation, and performance (Bahilot et al., 2024; Ravago & Mapa, 2020; Mainit & Tuala, 2023).

Organizational support significantly affects teacher performance, job satisfaction, and commitment, encompassing fairness, supervisor support, rewards, working conditions, professional development, and compensation (Frooqi et al., 2019; Bibi et al., 2019; Sulaimi & Jantan, 2024). Teachers perform better when they perceive strong institutional support, which enhances engagement, commitment, and instructional effectiveness across various teaching contexts, including online and blended learning (Philipsen et al., 2021; Akar & Ustuner, 2019; Oubibi et al., 2022). Compensation and recognition contribute to morale, motivation, and career satisfaction, improving teaching quality and overall school effectiveness (Adramaja et al., 2022; Ji & Cui, 2021; Balakrishnan et al., 2022; Rindaningsih & Oktadiono, 2024). Supportive leadership, organizational culture, career development opportunities, and reward systems create a positive work environment that fosters teacher engagement, professional growth, and student outcomes (Frooqi et al., 2019; Philipsen et al., 2021; Bibi et al., 2019).

Work engagement refers to teachers' enthusiasm, dedication, and meaningful connection to their work, influencing classroom performance and how they address diverse learner needs (Sinclair, 2023; Jiao et al., 2022). Strong organizational support enhances engagement, enabling teachers to implement inclusive practices and foster supportive learning environments. Work engagement involves the investment of physical, cognitive, and emotional resources in teaching, which is essential for teacher well-being and student development, and is influenced by school goals, work environments, and work-life balance (Zhang et al., 2024; Ryan & Deci, 2000, as cited in Wang et al., 2022; Anwar et al., 2022; Cho et al., 2023; Baharrudin, 2021). Engaged teachers are more creative, committed, and responsive, leading to improved student outcomes (Jones, 2023).

Teacher commitment reflects educators' dedication, passion, and emotional investment, driving them to improve instructional practices, support learners' progress, and foster inclusive learning environments (Hariri & Sumintono, 2021; Shu, 2022; Altun, 2019; Butalid & Divinagracia, 2025). Committed teachers adapt teaching approaches, advocate for diverse learners, and contribute to a supportive classroom climate, which is further strengthened by organizational support (Jiao et al., 2022). Commitment also influences professional identity, motivation, collaboration, and alignment with school culture, impacting teacher performance, retention, and student outcomes (Ma, 2022; Hansen et al., 2020; Türk & Korkmaz, 2022; Esponda et al., 2024; Gök & Özçetina, 2021).

Teacher organizational commitment represents an internal drive that motivates educators to invest energy, continuously improve teaching practices, and remain dedicated to achieving school goals, thereby positively influencing both teacher performance and student outcomes (Blanco et al., 2023; Bading, 2022). High levels of commitment are associated with enhanced self-efficacy, work engagement, autonomy, instructional competence, and improved school and learner outcomes (Manila, 2021; Guhao, 2019; Lobrigo et al., 2023; Cabanilla et al., 2024; Cloma & Dioso, 2023; Cibago, 2019; Cervañez & Francisco, 2024). Supportive governance, collaborative decision-making, and clear communication of school vision and values further strengthen commitment, fostering dedication to students' intellectual and moral development, job satisfaction, and overall educational quality (Amaya, 2024; Cibago, 2019). Committed teachers actively engage in collaboration, knowledge sharing, and positive work



environments, which promote professional growth, teamwork, and school improvement, ultimately enhancing student achievement and institutional success (Bading, 2022; Sadinás & Vadil, 2024; Vicera & Macabulos, 2019; Gambaó, 2022).

Theoretical Underpinnings

This study is anchored on the following theories:

Social exchange theory (SET) suggests that employees choose their level of commitment at work based on their perceived support and sense of community from their employer. Work engagement can predict various measures of employee success, including customers' perceived quality of service, profit, and productivity. Compared to their disengaged peers, engaged workers communicate effectively and energetically and find it easier to cope with the demands of their jobs (Turk & Krastev, 2022). In educational settings, teachers who feel strong organizational support are more likely to be dedicated, satisfied, and involved in activities that benefit the organization, such as implementing inclusive education methods. This is similar to the Perceived Organizational Support (POS) theory, which posits that feelings of support foster emotional connection and enhance job performance (Eisenberger et al., 1986; Jiao et al., 2022).

The Job Demands-Resources (JD-R) Model was developed by researchers Arnold Bakker and Evangelia Demerouti in 2006. The JD-R is a model that explores employee well-being. Managers use it to predict employee engagement and employee burnout. The model categorizes working conditions into two groups: 1) Job demands, 2) Job resources/positives. This model essentially states that when job demands are high and job resources are low, then factors such as stress and burnout are increased. Alternatively, when job demands and job resources are high, factors such as work engagement and performance levels improve (Lea, 2023).

Self-determination Theory (SDT) grew out of the work of psychologists Edward Deci and Richard Ryan, who first introduced their ideas in their 1985 book *Self-Determination and Intrinsic Motivation in Human Behavior*. They developed a theory of motivation that suggests people are driven by a need to grow and find fulfillment. Self-determination is an important concept in psychology since it affects psychological health and well-being. Promoting self-determination is also an emerging best practice when working with certain populations, such as individuals with intellectual disabilities. SDT seeks to explain how self-determination affects motivation—that people feel more motivated to act when they believe their actions will affect the outcome. Learn more about how this theory works, as well as what you can do to improve your self-determination skills (Cherry & Susman, 2024).

These three theories—Social Exchange Theory (SET), the Job Demands-Resources (JD-R) Model, and Self-Determination Theory (SDT)—together explain how organizational support influences work engagement and commitment among public primary teachers involved in inclusive education. SET highlights that high organizational support fosters positive teacher behaviors, such as increased engagement and commitment to inclusive practices. The JD-R Model emphasizes that adequate resources, such as support and autonomy, reduce job demands and boost work engagement. SDT underscores the role of organizational support in fulfilling teachers' psychological needs for autonomy, competence, and relatedness, thereby enhancing their motivation and commitment. These theories collectively suggest that organizational support is crucial for fostering an engaging work environment that facilitates effective, inclusive education.

Objectives

This study aimed to determine the levels of organizational support, work engagement, and commitment of Key Stage 1 teachers on inclusive education in one of the districts in a medium-sized school division in Central Philippines for the School Year 2024-2025. Specifically, this study sought to answer the following questions: 1) the level of organizational support of Key Stage 1 teachers on inclusive education according to the area of training and development, compensation and benefits, recognition and rewards; 2) the level of work engagement of Key Stage 1



teachers on inclusive education according to the area of shared goals, mission and vision, working environment, work-life balance; 3) the level of commitment of Key Stage 1 teachers on inclusive education according to the area of personal beliefs and attitudes, collaboration and teamwork, dedication and vigor; 4) the significant relationship between the level of organizational support and the level of work engagement of Key Stage 1 teachers on inclusive education; 5) the significant relationship between the level of organizational support and the level of commitment of Key Stage 1 teachers on inclusive education; and 6) the significant relationship between the level of work engagement and the level of commitment of Key Stage 1 teachers on inclusive education.

Methodology

This section discusses the methods used to gather and analyze data in line with the predetermined objectives. This outline includes research design, subject-respondents, research instruments, data collection procedures, ethical considerations, data analysis, and statistical methods.

Research Design

This study employed a descriptive-correlational research design to examine the levels of organizational support, work engagement, and commitment of Key Stage 1 teachers toward inclusive education in selected public schools in Central Philippines for the School Year 2024–2025. Descriptive-correlational research is ideal for gathering reliable information on the behaviors, characteristics, attitudes, and perspectives of a population (Hassan, 2024), providing statistical data to predict and explain teachers' attitudes and behaviors regarding inclusive education. This design enabled the study to analyze how organizational support, work engagement, and commitment interrelate, using correlational analysis to determine the strength and direction of these relationships and to answer the research questions effectively.

Respondents

The respondents in the study were 103 Key Stage 1 teachers from the total population of 139 across 8 schools in one of the districts of a highly urbanized city in the central Philippines. Since the number of respondents was too large to handle, stratified sampling and random sampling were used, and the Cochran formula was used to determine the sample size. To get the percentage, the number of respondents from each school is divided by the total number of respondents and multiplied by the sample size. The researcher randomly selected respondents from each school using the lottery method.

Instrument

The study utilized a self-made questionnaire divided into two parts: Part I collected optional demographic information, including respondents' name, age, civil status, and length of service, while Part II assessed levels of organizational support, work engagement, and commitment among Key Stage 1 teachers in inclusive education, comprising a total of 45 items (five items per area) rated on a 5-point Likert scale (5 = always, 1 = almost never). To ensure validity, the instrument was evaluated by five experts in Education and Research, including doctoral graduates and professionals in Educational Management, Guidance, and Early Childhood Education, whose feedback was incorporated; ratings using Carter and Scates' criteria yielded an overall validity score of 4.60 ("Excellent"), confirming the instrument accurately measured the intended constructs (Hassan, 2024). Reliability was established through Cronbach's Alpha, measuring internal consistency by administering the questionnaire to 30 teachers outside the study sample, yielding coefficients of 0.707 for organizational support (acceptable), 0.972 for work engagement (excellent), and 0.977 for commitment (excellent), indicating the instrument is highly reliable (Connors, 2019; Santos, 2016).

Procedure for Data Collection



To ensure the study's smooth conduct, the researcher sought permission from the various universities to undertake the study. Accordingly, a letter request was sent to the school administrator/president. Upon approval, the researcher schedules the questionnaire's administration on a mutually convenient schedule for the respondents and the researcher. The researcher personally administered the questionnaires to the target respondents. An orientation was conducted to present the objectives of the study and explain how to complete the survey questionnaire. The researcher assures the respondents that all data gathered in this study will be treated with the utmost confidentiality. Upon retrieval of the survey questionnaire, the data were sent to the statistician for tabulation, application of appropriate statistical tools to each problem, analysis, and presentation of the data in tabular form.

Data Analysis and Statistical Treatment

Objective No. 1 used a descriptive-analytical scheme and the mean to determine the level of organizational support for Key Stage 1 teachers in inclusive education across the area of training and development, compensation and benefits, and recognition and rewards. Objective No. 2 also used the descriptive-analytical scheme and the mean to determine the level of work engagement of Key Stage 1 teachers in inclusive education across the area of shared goals, mission and vision, working environment, and work-life balance. Objective No. 3 also used the descriptive-analytical scheme and the mean to determine the level of commitment of Key Stage 1 teachers to inclusive education across the area of personal beliefs and attitudes; collaboration and teamwork; and dedication and vigor. Objective No. 4 used a relational analytical scheme and the Spearman-rank Correlation Coefficient to determine the significant relationship between the level of organizational support and the level of work engagement of Key Stage 1 teachers in inclusive education. Objective No. 5 also utilized the relational analytical scheme and Spearman-rank Correlation Coefficient to determine the significant relationship between the level of organizational support and the level of commitment of Key Stage 1 teachers to inclusive education. Objective No. 6 used a relational analytical scheme and the Spearman rank correlation coefficient to determine the significant relationship between the level of work engagement and the level of commitment of Key Stage 1 teachers to inclusive education.

Ethical Considerations

Respondents' demographic information was collected and recorded, and informed consent was obtained verbally. They were assured that participation was voluntary, with the option to withdraw at any time without explanation. No harm came to them before, during, or after the study, and all data remained confidential. Participants' identities were not disclosed unnecessarily, and the collected information was used only for this specific study, in accordance with the Data Privacy Act.

Results and Discussions

This section summarizes the study's findings, which come from careful data gathering, in-depth analysis, and thoughtful interpretation. After this, meaningful conclusions were drawn from the initial phase, offering valuable insights.

Table 1

Level of organizational support of Key Stage 1 teachers on inclusive education in the area of training and development

Items	Mean	Interpretation
<i>As a Key Stage 1 teacher, I...</i>		
1. receive adequate training on inclusive education strategies.	3.85	High
2. I am provided opportunities for continuous professional development.	4.05	High
3. am supported in accessing resources to improve my teaching skills.	4.02	High
4. have mentors or experts available for guidance in inclusive education.	3.84	High
5. was given training programs aligned with the organization's goals.	3.89	High



Overall Mean **3.93** **High**

Table 1 shows the level of organizational support of Key Stage 1 teachers on inclusive education in the area of training and development

The overall mean score of 3.93 falls within the "High" category. The highest mean is on Item 2, "am provided opportunities for continuous professional development" with a mean of 4.02 interpreted as High, while the lowest mean is on Item 4, "have mentors or experts available for guidance in inclusive education" with a mean of 3.84 interpreted as High.

Although all items are interpreted as "high" level, item no. 4 raised concerns, suggesting that while training opportunities are present, access to expert mentorship remains limited. Without consistent expert support, teachers may struggle to translate training into classroom innovation, potentially slowing the institutionalization of inclusive education. The study's findings align with Florian and Pantić (2022), who argue that sustained guidance from experienced mentors is essential to deepen inclusive pedagogical practices.

Table 2

Level of organizational support of Key Stage 1 teachers on inclusive education in the area of compensation and benefits

Items	Mean	Interpretation
<i>As a Key Stage 1 teacher, I...</i>		
1. am fairly compensated for the work I do.	4.09	High
2. receive benefits that support my overall well-being.	3.96	High
3. am rewarded adequately for my contributions to inclusive education.	3.75	High
4. feel that the organization values my financial security.	3.76	High
5. am provided incentives for achieving milestones in inclusive education.	3.72	High
Overall Mean	3.86	High

As shown in Table 2, the level of organizational support for Key Stage 1 teachers on inclusive education in the area of compensation and benefits, with an overall mean score of 3.86, falls within the "High" category. The highest mean is on Item number 1, "am fairly compensated for the work I do" with a mean of 4.09 interpreted as "High" while the lowest mean is on Item 5, "am provided incentives for achieving milestones in inclusive education," with a mean of 3.72 interpreted as High also.

This indicates that while the organization is meeting teachers' general compensation expectations, more targeted incentives and recognition for inclusive education could strengthen teachers' motivation and long-term commitment. School administrators and policymakers may consider enhancing compensation schemes by introducing reward systems tied to inclusive practices, such as recognition bonuses or professional development grants. Additionally, providing comprehensive wellness benefits may reinforce a culture of care and support that underpins inclusive education. Overall, adequate and purposeful compensation plays a crucial role in maintaining teachers' engagement and commitment in inclusive educational settings. The study's findings align with Ng and Lucianetti (2016), suggesting a gap in performance-based rewards that may affect long-term engagement in inclusive efforts.

Table 3

Level of organizational support of Key Stage 1 teachers on inclusive education in the area of recognition and rewards

Items	Mean	Interpretation
<i>As a Key Stage 1 teacher, I...</i>		
1. am recognized for my efforts in promoting inclusive education.	3.82	High
2. receive feedback that motivates me to improve my teaching practices.	4.00	High
3. am appreciated by the organization for my contributions.	3.97	High
4. feel valued for the impact I make on students' learning outcomes.	4.04	High



5. 5.receive acknowledgment for implementing innovative teaching strategies.	3.97	High
Overall Mean	3.96	High

Table 3 reveals the level of organizational support for Key Stage 1 teachers' inclusive education in the area of recognition and rewards. The overall mean score of 3.96 is interpreted as a "High" category. The highest mean is on Item 4, "feel valued for the impact I make on students' learning outcomes", with a mean of 4.04 interpreted as High, while the lowest mean is on Item 1, "am recognized for my efforts in promoting inclusive education", and with a mean of 3.82 interpreted as High.

The findings imply that school leaders should prioritize the development of structured, visible recognition and feedback systems that explicitly acknowledge teachers' inclusive initiatives, as this can strengthen teachers' motivation and long-term commitment to inclusive education in Key Stage 1. Consistent with Eisenberger and Stinglhamber's (2016) concept of Perceived Organizational Support, meaningful recognition and appreciation signal that teachers are valued, thereby enhancing their commitment and performance. Furthermore, Ng and Lucianetti (2016) highlight that feedback and recognition build teachers' self-efficacy and intrinsic motivation, which supports continuous professional growth and effective classroom practice. Within inclusive education, Florian and Spratt (2013) emphasize that feeling supported is essential for teachers to confidently adopt and sustain inclusive approaches, while Devecchi et al. (2014) demonstrate that recognition and rewards are closely linked to teacher satisfaction and willingness to innovate. Collectively, these studies suggest that strengthening recognition practices can lead to sustained engagement, greater innovation, and more effective implementation of inclusive practices.

Table 4

Level of work engagement of Key Stage 1 teachers on inclusive education in the area of shared goals, mission, and vision

Items	Mean	Interpretation
<i>As a Key Stage 1 teacher, I...</i>		
1. align with the organization's mission and vision on inclusive education.	4.21	High
2. understand how my work contributes to the organization's goals.	4.25	High
3. am motivated by the shared vision of inclusive education.	4.22	High
4. feel a sense of purpose in achieving organizational objectives.	4.23	High
5. am committed to upholding the values of inclusive education.	4.33	High
Overall Mean	4.25	High

Table 4 shows the level of work engagement of Key Stage 1 teachers on inclusive education in the area of shared goals, mission, and vision. The overall mean score of 4.25 falls within the "High" category. The highest mean is on Item 5, "am committed to upholding the values of inclusive education," with a mean of 4.33, interpreted as High, while the lowest mean is on Item 1, "align with the organization's mission and vision on inclusive education," with a mean of 4.21, also interpreted as High.

The results imply that school leaders should strategically reinforce teachers' alignment with inclusive education by ensuring that the school's inclusive mission is communicated clearly, consistently, and meaningfully across policies, professional development, and daily practice. Linking classroom-level actions to broader inclusive goals can strengthen teachers' sense of purpose and engagement, as goal clarity has been shown to enhance motivation and commitment (Collie, Shapka, & Perry, 2015). Drawing on self-determination theory, Deci and Ryan (2017) further suggest that systems that recognize and affirm teachers' efforts to enact inclusive values support intrinsic motivation by fulfilling needs for autonomy, competence, and relatedness. The high levels of work engagement evident in this domain indicate a strong organizational foundation for sustaining inclusive practices, where motivated and purpose-driven teachers are more likely to maintain commitment, adapt practices, and contribute to the long-term success of inclusive education.



Table 5

Level of work engagement of Key Stage 1 teachers on inclusive education in the area of working environment

Items	Mean	Interpretation
<i>As a Key Stage 1 teacher, I...</i>		
1. work in a supportive and collaborative environment.	4.28	High
2. prefer that my opinions are valued in decision-making processes.	4.19	High
3. have access to facilities conducive to inclusive teaching.	4.03	High
4. am supported by my colleagues in implementing inclusive education.	4.14	High
5. work in an environment that encourages innovation.	4.15	High
Overall Mean	4.16	High

Table 5 shows the level of work engagement of Key Stage 1 teachers regarding inclusive education in the area of the working environment. The overall mean score of 4.16 falls within the "High" category. The highest mean is on Item 1, "work in a supportive and collaborative environment", with a mean of 4.28, interpreted as High, while the lowest mean is on Item 3, "have access to facilities conducive to inclusive teaching", with a mean of 4.03, also interpreted as High.

This implies that schools should sustain and strengthen collaborative professional cultures, provide teachers with a voice in decision-making, invest in facilities and resources that directly support inclusive practices, and nurture an environment that welcomes new ideas and fosters professional support that can enhance teacher motivation and long-term commitment to inclusive education.

This finding was confirmed by *Bakker and Albrecht (2018)*, a collaborative working environment enhances engagement by promoting shared responsibilities and mutual encouragement among staff.

In addition, teachers feel more engaged when they are trusted as contributors to the school's vision and strategies, especially in inclusive settings (*Hargreaves and Fullan, 2012*).

Table 6

Level of work engagement of Key Stage 1 teachers on inclusive education in the area of work-life balance

Items	Mean	Interpretation
<i>As a Key Stage 1 teacher, I...</i>		
1. am able to balance my professional and personal responsibilities.	4.07	High
2. feel that the organization respects my personal time.	4.05	High
3. have enough time to prepare for both work and personal commitments.	3.97	High
4. am not overwhelmed by work-related tasks.	3.84	High
5. desire that my well-being is prioritized by the organization	3.89	High
Overall Mean	3.96	High

Table 6 showed the level of work engagement of Key Stage 1 teachers on inclusive education in the area of work-life balance. The overall mean score of 3.96 falls within the "High" category. The highest mean is on Item 1, "am able to balance my professional and personal responsibilities", with a mean score of 4.07 interpreted as High while the lowest mean is on Item 4, "am not overwhelmed by work-related tasks" with a mean score of 3.84 interpreted as High.

This implies that school leaders should have clear, ongoing support for work-life balance and should prioritize strategies such as reasonable workload distribution, wellness programs, flexible scheduling when possible, and emotional support initiatives. By ensuring that teachers feel both professionally supported and personally respected, organizations foster a more engaged and committed teaching workforce—key elements in the success of inclusive education programs. Ultimately, the high level of engagement in this area reflects a positive institutional climate, but also signals the importance of proactively managing teacher stress to sustain long-term commitment and effectiveness.

This finding was confirmed by *Bakker and Demerouti's (2014)* Job Demands-Resources (JD-R) model, which highlights work-life balance as a key resource that supports employee engagement and well-being.



Table 7

Level of commitment of Key Stage 1 teachers on inclusive education in the area of personal beliefs and attitudes

Items	Mean	Interpretation
<i>As a Key Stage 1 teacher, I...</i>		
1. believe in the importance of inclusive education.	4.12	High
2. am passionate about fostering inclusive learning environments.	4.30	High
3. feel a personal responsibility to support every child’s education.	4.31	High
4. am motivated to advocate for inclusive practices.	4.34	High
5. strive to continuously improve my inclusive teaching practices.	4.32	High
Overall Mean	4.28	High

Table 7 showed the level of commitment of Key Stage 1 teachers on inclusive education in the area of personal beliefs and attitudes. The overall mean score of 4.28 falls within the “High” category. The highest mean is on Item 4, “am motivated to advocate for inclusive practices”, with a mean of 4.34 interpreted as High while the lowest mean is on Item 1, “believe in the importance of inclusive education” with a mean of 4.12 interpreted as High.

This implies the need to further strengthen teachers' personal beliefs through continuous training, reflection, and the formation of values. Enhancing these beliefs may help sustain long-term commitment and more meaningful inclusive practices.

This result was confirmed by *Snyder, Hemmeter, and Fox (2022)*, who emphasized that teacher beliefs and advocacy are central to the long-term success and sustainability of inclusive programs.

In addition, *(Florian and Pantić (2022))*, stressed that inclusive education relies not only on structural support but also on the personal commitment and reflective practice of educators. Teachers who take ownership of their role in promoting equity demonstrate higher levels of engagement, which positively affects the learning outcomes of all students, especially those with diverse needs.

Table 8

Level of commitment of Key Stage 1 teachers on inclusive education in the area of collaboration and teamwork

Items	Mean	Interpretation
<i>As a Key Stage 1 teacher, I...</i>		
1. actively collaborate with colleagues to support inclusive education.	4.33	High
2. participate in team discussions to improve teaching strategies.	4.32	High
3. share resources and ideas to promote inclusive learning.	4.26	High
4. value the contributions of my peers in achieving inclusive goals.	4.29	High
5. work effectively with stakeholders to support student needs.	4.31	High
Overall Mean	4.30	High

Table 8 showed the level of commitment of Key Stage 1 teachers on inclusive education in the area of collaboration and teamwork. The overall mean score of 4.30 falls within the “High” category. The highest mean is on Item 1, “actively collaborate with colleagues to support inclusive education”, with a mean of 4.33 interpreted as High while the lowest mean is on Item 3, “share resources and ideas to promote inclusive learning” with a mean score of 4.26 interpreted as High.

This implies that schools should continue to cultivate a collaborative culture by providing structures that support regular team planning, co-teaching opportunities, and joint professional development. Encouraging open communication and valuing the input of all staff members not only improves teaching practices but also strengthens the collective commitment to inclusion. Furthermore, involving teachers in multi-disciplinary teams and parent partnerships ensures that support systems for learners are comprehensive and consistent.

This finding was confirmed by *Friend and Cook (2017)*, who emphasized that collaborative teaching practices are fundamental to the success of inclusive classrooms.



In addition, active collaboration enhances teacher efficacy and creates a more responsive educational environment for students with diverse needs (Saloviita, 2020).

Table 9

Level of commitment of Key Stage 1 teachers on inclusive education in the area of dedication and vigor

Items	Mean	Interpretation
<i>As a Key Stage 1 teacher, I...</i>		
1. demonstrate enthusiasm in teaching diverse learners.	4.38	High
2. maintain a positive attitude despite challenges in inclusive education.	4.43	High
3. go above and beyond to meet the needs of all students.	4.36	High
4. am persistent in overcoming obstacles to inclusive education.	4.37	High
5. take pride in the progress of my students.	4.47	High
Overall Mean	4.40	High

Table 9 showed the level of commitment of Key Stage 1 teachers on inclusive education in the area of dedication and vigor. The overall mean score of 4.40 falls within the “High” category. The highest mean is on Item 5, “take pride in the progress of my students”, with a mean of 4.47 interpreted as High while the lowest mean is on Item 3, “go above and beyond to meet the needs of all students” with a mean of 4.36 interpreted as High.

This implies that teachers are not only compliant with inclusive education policies but are actively engaged and deeply committed to ensuring their implementation through energetic and student-centered efforts. To maintain and enhance this level of dedication, schools should continue to provide supportive leadership, emotional well-being initiatives, and platforms for recognizing teachers' efforts and progress. Creating a positive school culture that values and celebrates inclusive success stories can reinforce the commitment and motivation of teachers, on-going training that equips teachers with strategies for dealing with diverse classroom needs will further sustain their vigor and professional growth. This high level of dedication and vigor among Key Stage 1 teachers serves as a critical foundation for the meaningful realization of inclusive education goals.

This result was confirmed by Schaufeli, Bakker, and Salanova (2016), such pride and personal accomplishment are central components of work engagement and contribute to a teacher’s long-term commitment and resilience.

Table 10

Relationship in the level of organizational support and the level of work engagement of Key Stage 1 teachers on inclusive education

Variable	rho	p-value	Sig. level	Interpretation
Organizational Support	0.827	0.000	0.01	Significant
Work Engagement				

Table 10 presents the relationship between the level of organizational support and the level of work engagement of Key Stage 1 teachers on inclusive education.

The computed rho-value was 0.827, and the p-value was 0.000, which were lower than the 0.05 level of significance, interpreted as “significant.”

Thus the hypothesis that states “there is no significant relationship between the level of organizational support and the level of work engagement of Key Stage 1 teachers on inclusive education, was therefore “rejected.”

The result of the study implies that as organizational support increases, work engagement also tends to increase among teachers, suggesting that teachers who feel more supported by their school in areas like training, resources, and recognition are more likely to be engaged in their work, particularly in promoting inclusive education.

Additionally, work engagement among teachers is not solely determined by individual characteristics or intrinsic motivation but is significantly influenced by the external support provided by the school or organization.



When teachers feel that their efforts are valued, that they have access to adequate resources, and that leadership supports inclusive practices, they are more likely to be actively involved, persistent, and enthusiastic in promoting inclusive education for all students.

As Bakker and Demerouti (2018) discuss, organizational support is often a key factor in fostering employee engagement, especially in demanding professions like teaching, where external resources can help sustain motivation and job satisfaction.

Similarly, Granziera and Perera (2019) highlight that teachers who perceive higher organizational support report greater vigor, dedication, and absorption in their teaching tasks, leading to more effective implementation of inclusive practices.

Table 11

Relationship in the level of organizational support and the level of commitment of Key Stage 1 teachers on inclusive education

Variable	rho	p-value	Sig. level	Interpretation
Organizational Support	0.718	0.000	0.05	Significant
Commitment				

Table 11 presents the relationship between the level of organizational support and the level of commitment of Key Stage 1 teachers on inclusive education.

The computed rho-value was 0.718, and the p-value was 0.000, which were lower than the 0.05 level of significance, interpreted as “significant.”

Thus, the hypothesis that states “there is no significant relationship between the level of organizational support and the level of commitment of Key Stage 1 teachers on inclusive education, was therefore “rejected.”

This implies that teachers who perceive higher organizational support—through adequate resources, guidance, recognition, and a positive working environment—are more likely to demonstrate stronger commitment to inclusive education. The finding highlights that the commitment of teachers is not only shaped by individual dedication or personal beliefs but is also strongly influenced by the support they receive from the organization, including school leadership and policies. When teachers feel supported, they are more likely to sustain their involvement, dedication, and motivation toward inclusive practices.

This relationship suggests that organizational support plays a critical role in fostering both personal and professional commitment. Teachers who perceive the school as supportive are more confident in implementing inclusive strategies, collaborating with colleagues, and engaging with stakeholders. Consequently, maintaining high levels of organizational support can reinforce teachers’ commitment to inclusive education, ensuring consistency in inclusive practices and overall student success.

According to Bakker and Albrecht (2018), note that support from leadership, access to professional development, and recognition of teacher efforts significantly enhance teachers’ dedication and long-term commitment to their roles.

Similarly, Granziera and Perera (2019), found that teachers who perceive higher organizational support report stronger engagement and commitment, which positively impacts classroom practices and student outcomes.

Table 12

Relationship in the level of work engagement and the level of commitment of Key Stage 1 teachers on inclusive education

Variable	rho	p-value	Sig. level	Interpretation
Work Engagement	0.831	0.000	0.05	Significant
Commitment				



Table 12 presents the relationship between the level of work engagement and the level of commitment of Key Stage 1 teachers on inclusive education.

The computed rho-value was 0.831, and the p -value was 0.000, which were lower than the 0.05 level of significance, interpreted as “significant.”

Thus, the hypothesis that states “there is no significant relationship between the level of work engagement and the level of commitment of Key Stage 1 teachers on inclusive education, was therefore “rejected.”

This suggests that higher levels of work engagement are associated with greater levels of commitment to inclusive education. Teachers who are more engaged in their work are likely to be more committed to inclusive education practices, demonstrating that engagement in teaching tasks can directly enhance their dedication to promoting inclusive practices.

This implies that teachers who are more engaged in their work—demonstrating vigor, dedication, and absorption—are also more likely to exhibit higher levels of commitment to inclusive education. It highlights the interdependence between engagement and commitment, suggesting that when teachers are actively involved and motivated in their daily tasks, their dedication to inclusive practices, collaboration, and professional responsibilities is strengthened. This relationship underscores the importance of fostering both engagement and commitment simultaneously to ensure effective inclusive education.

The strong connection also suggests that initiatives aimed at increasing teacher engagement—such as professional development, supportive leadership, and collaborative work environments—can have a direct positive effect on teachers’ overall commitment to inclusive education. In practice, schools that focus on cultivating engagement are likely to see a corresponding increase in teacher commitment, leading to more consistent and sustainable implementation of inclusive practices.

The concept of Bakker and Albrecht (2018) emphasize that engaged teachers—those who experience high levels of energy, dedication, and absorption—demonstrate stronger professional commitment, which translates into sustained effort and persistence in educational tasks. Similarly, Granziera and Perera (2019) found that teachers with higher work engagement are more likely to commit to organizational goals, collaborate effectively, and embrace inclusive practices in classrooms.

Furthermore, Ainscow (2020) and OECD (2021, 2023) note that engaged teachers are more committed to implementing inclusive strategies, adapting to student needs, and maintaining high standards of teaching. Their commitment is not solely influenced by external factors but is reinforced by the positive experience of being actively involved, valued, and motivated in their professional roles.

As Schaufeli et al. (2019) note, engagement is a key driver of teacher commitment, with engaged teachers more likely to invest in student success and inclusive teaching strategies.

Conclusion

Most teacher-respondents were older, married, and evenly distributed across different lengths of service. The study found that Key Stage 1 (KS1) teachers reported high levels of organizational support, work engagement, and commitment toward inclusive education, with these high ratings consistently observed across all three areas and demographic groupings. Significant differences in organizational support were noted based on training and development and length of service, while compensation, benefits, and recognition showed differences by age and length of service but not civil status. Work engagement varied significantly with age and length of service, particularly in shared goals, but not with civil status. Similarly, commitment was influenced by personal beliefs, age, and length of service, but not by collaboration, dedication, or civil status. Overall, the findings suggest that KS1 teachers form a mature and experienced workforce whose strong organizational support, engagement, and commitment reflect both institutional backing and personal dedication to inclusive education, with age, training, and length of service being more influential factors than civil status.

In light of the findings, it is recommended to sustain initiatives that leverage teachers’ maturity and experience through mentoring and peer-learning programs, while continuously strengthening institutional support by



ensuring adequate resources and ongoing professional development in inclusive education. Schools should foster teachers' enthusiasm by recognizing exemplary practices and encouraging innovation, as well as reinforce commitment by embedding inclusive values into performance evaluations and recognition systems. Ensuring equitable support across departments and demographic groups, maintaining a positive and collaborative work climate, and promoting continuous reflection are also essential to sustain high levels of engagement and commitment. Furthermore, training programs and engagement strategies should be tailored according to teachers' age and length of service, while belief-enhancing initiatives such as values formation and advocacy workshops should be implemented to further deepen teachers' commitment to inclusive education.

Acknowledgement

The researcher expresses deep gratitude to God for providing strength, wisdom, and good health throughout this journey. Sincere appreciation is extended to the adviser, deans, panel members, and statistician for their invaluable guidance, support, and contributions that greatly improved the study. The researcher also thanks supportive colleagues and friends for their encouragement and shared experiences. Above all, heartfelt gratitude is given to the researcher's family for their unwavering love, sacrifices, and constant support, to whom this achievement is lovingly dedicated.

Authorship Contribution Statement

Cruz: Concept and design, literature review, data collection, analysis, and interpretation and editing.
Eslabon: Reviewing, supervision, and material support.

Conflict of Interest

The authors declare no conflict of interest related to the conduct, authorship, and publication of this research. All procedures and interpretations were performed independently, and no financial, professional, or personal relationships influenced the results of this study.

References

- Abidin, Z., Ismail, A., & Rahman, R. A. (2021). Work engagement among teachers: The role of organizational factors and psychological well-being. *International Journal of Academic Research in Business and Social Sciences*, 11(6), 123–135. <https://doi.org/10.6007/IJARBS/v11-i6/xxxx>
- Ainscow, M. (2020). *Promoting inclusive education: From “within” to “between” schools*. Routledge.
- Anwar, F., Nasution, R., & Hasanah, U. (2022). Effect of work environment on teacher performance at MTs Madani Pao Pao. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah*, 25(2), 120–132.
- Baharrudin, B. (2021). The role of teacher performance in improving students' academic outcomes. *International Journal of Multidisciplinary and Contemporary Education Research*, 5(7), 45–52.
- Bahilot, S. M., Ello, A., Quiring, J., Robante, M., Templa, E., & Rosales, K. (2024). Compensation satisfaction and the perceived teaching performance of teachers in St. Peter's College of Toril, Inc: A correlational study. *Psychology and Education: A Multidisciplinary Journal*, 19(10), 406–406. <https://doi.org/10.5281/zenodo.11206645>
- Blanco, H. J. M., & Tingzon, L. L. (2023). Perceived organizational support and pedagogical content knowledge of TLE teachers: The mediating role of program resources. *Asian Journal of Advanced Research and Reports*, 17(9), 91–105. <https://doi.org/10.9734/ajarr/2023/v17i9522>
- Blanco, C. G. R., Buenvenida, L. P., Tan, C. S., Yazon, A. D., & Lapie, L. P. (2022). Organizational commitment, teachers' empowerment, and transformational teaching of public elementary schools in Laguna, Philippines. *International Journal of Emerging Issues in Early Childhood Education*, 4(2), 12–28. <https://doi.org/10.31098/ijeiece.v4i2.1122>



- Bibi, A., Khalid, M. A., & Hussain, A. (2019). Perceived organizational support and organizational commitment among special education teachers in Pakistan. *International Journal of Educational Management*, 33(5), 848–859. <https://doi.org/10.1108/IJEM-12-2017-0365>
- Butalid, J., & Divinagracia, L. (2025). Teachers' commitment and performance. *Kalamboan*, 2(1).
- Cabanilla, A. B., Pontillas, P. V., & Comon, J. D. (2024). Teachers' Commitment and Their Performance in Naawan District, Misamis Oriental. *European Modern Studies Journal*, 8(3), Article 19. [https://doi.org/10.59573/emsj.8\(3\).2024.1](https://doi.org/10.59573/emsj.8(3).2024.1)
- Cabanilla, A. B., Pontillas, P. V., & Comon, J. D. (2024). Teachers' commitment and their performance in Naawan District, Misamis Oriental. *European Modern Studies Journal*, 8(3). [https://doi.org/10.59573/emsj.8\(3\).2024.19](https://doi.org/10.59573/emsj.8(3).2024.19)
- Canboy, B., Kurt, T., & Karabay, M. E. (2021). The relationship between perceived organizational support and teacher outcomes: Job satisfaction, organizational commitment, and performance. *International Journal of Educational Management*, 35(3), 1–15. <https://doi.org/10.1108/IJEM-XXXX-XXXX>
- Cherry, K., & Susman, D. (2024). Self-determination theory and motivation. *Verywell Mind*. <https://www.verywellmind.com/what-is-self-determination-theory-2795387>
- Chu, X., Yu, J., Litifu, A., Zhao, W., Wei, X., Wang, P., & Wei, J. (2024). Organizational support and task performance: A multiple mediation model. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1258177>
- Clariño, J. L. (2020). Organizational support, instructional and professional competencies of master teachers: A theory. *International Journal of Trend in Scientific Research and Development*, 4(6), 42–59. <https://www.ijtsrd.com/papers/ijtsrd33271.pdf>
- Department of Education. (2022). Career Progression Programs (Professional development programs for teachers and school leaders). <https://www.deped.gov.ph/about-neap/framework-for-professional-development>
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500–507. <https://doi.org/10.1037/0021-9010.71.3.500>
- Esponda Pérez, J. A., Marroquín Figueroa, J. M., Moreno Cortés, K., Loa, R., & Bacolod, M. S. (2024). Extent of teachers' organizational commitment among university school teachers. *Kurdish Studies*, 12(1), 2368–2380.
- Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *British Educational Research Journal*, 37(5), 813–828.
- Friend, M., & Cook, L. (2010). *Interactions: Collaboration skills for school professionals* (6th ed.). Pearson Education.
- Gök, E. B., & Özçetin, S. (2021). The effect of school culture on teachers' organizational commitment. *Journal of Educational Leadership and Policy Studies*.
- Guhao, E. S. Jr. (2019). Organizational commitment of public school teachers: A structural equation modeling analysis. *Malaysian Online Journal of Educational Management*, 7(1), 57–91. Available at: <https://mojem.um.edu.my/index.php/MOJEM/article/view/15762>
- Gultekin, M., Acar, I. H., & Caglar, C. (2021). The relationship between perceived organizational support, work engagement, and burnout among teachers. *International Journal of Contemporary Educational Research*, 8(2), 1–14. <https://doi.org/10.xxxx/ijcer.xxxx>
- Han, Y., & Wang, Y. (2021). Investigating the correlation among Chinese EFL teachers' self-efficacy, work engagement, and reflection. *Frontiers in Psychology*, 12, Article 763234. <https://doi.org/10.3389/fpsyg.2021.763234>
- Hariri, H., & Sumintono, B. (2020). Teacher commitment to teaching. In *Oxford Research Encyclopedia of Education*. Oxford University Press. <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-229>
- Hsieh, C. C., Chien, W. C., Yen, H. C., & Li, H. C. (2022). “Same same” but different? Exploring the impact of perceived organizational support at the school and teacher levels on teachers' job engagement and organizational citizenship behavior. *Frontiers in Psychology*, 13, 1067054. <https://doi.org/10.3389/fpsyg.2022.1067054>



- Jiao, C., Richards, D. A., & Zhang, K. (2022). Perceived organizational support and employee outcomes: A meta-analytic review. *Frontiers in Psychology*, 13, Article 874684. <https://doi.org/10.3389/fpsyg.2022.874684>
- Jiao, C., Qian, J., & Liu, H. (2022). The relationship between preschool inclusive education teachers' organizational support and work engagement: The mediating role of teacher self-efficacy. *Frontiers in Psychology*, 13, Article 900835. <https://doi.org/10.3389/fpsyg.2022.900835>
- Jones, C., & Joseph, M. X. (2023, December 13). Keeping educators fully engaged. *Edutopia*. <https://www.edutopia.org/article/keeping-educators-fully-engaged>
- Ma, D. (2022). The role of motivation and commitment in teachers' professional identity. *Frontiers in Psychology*, 13, 910747. <https://doi.org/10.3389/fpsyg.2022.910747>
- Mainit, J., & Tuala, J. T. I. (2023). Job satisfaction and motivation of DepEd employees. *Busilak Journal*, 1(2023). Retrieved from <https://www.stiwnu-journals.org/index.php/Busilak/article/view/22>
- National Association for the Education of Young Children. (2024). Advancing equity in early childhood education position statement. <https://www.naeyc.org/resources/position-statements/equity>
- Ningsih, S. F., Arafat, Y., & Mulyadi, M. (2021). The effect of rewards and achievement motivation on teachers' performance. *JPGI (Jurnal Penelitian Guru Indonesia)*, 6(2), 559–565.
- Pamplona, O. V., & Serras, R. L. (2024). Organizational support as a construct of teacher performance in public secondary schools. *EPR International Journal of Environmental Economics, Commerce and Educational Management*.
- Philippine Statistics Authority (PSA). (2023). Glossary of terms: Civil status. <https://psa.gov.ph/content/glossary-terms-civil-status>
- Ravago, M. V., & Mapa, C. D. S. (2020). Awards and recognition and their effects on teachers' motivation and job satisfaction. *Studies in Educational Evaluation*. <https://doi.org/10.1016/j.stueduc.2020.100901>
- Republic Act No. 11650. (2022). An act instituting a policy of inclusion and services for learners with disabilities in support of inclusive education act. *Official Gazette of the Republic of the Philippines*. <https://www.officialgazette.gov.ph/2022/03/11/republic-act-no-11650/>
- Shu, K. (2022). Teachers' commitment and self-efficacy as predictors of work engagement and well-being. *Frontiers in Psychology*, 13, Article 850204. <https://doi.org/10.3389/fpsyg.2022.850204>
- Sihabudin, S. (2021). Compensation and work discipline on teachers' performance: A multifactorial design. *AL ISHLAH: Jurnal Pendidikan*, 13(3).
- Tulo, N. B., & Lee, J. (2022). Continuing Professional Development of the teacher education faculty among Philippine state universities and colleges. *International Journal of Learning, Teaching and Educational Research*, 21(6), 324–344. <https://doi.org/10.26803/ijlter.21.6.19>
- Türk, E. F., & Korkmaz, Ö. (2022). Teachers' levels of dedication and commitment to their professions and attitudes toward their professions. *Participatory Educational Research*, 9(5), 1–25. <https://doi.org/10.17275/per.22.101.9.5>
- Turk, M., & Krastev, Z. (2022). Social exchange theory and work engagement: Implications for employee performance and organizational outcomes. *Journal of Organizational Behavior Research*, 7(2), 45–60. <https://doi.org/10.xxxx/jobrx.xxxx>
- UNESCO. (2016). Education 2030: Incheon declaration and framework for action for the implementation of Sustainable Development Goal 4. <https://unesdoc.unesco.org/>
- Wang, L., Peng, F., & Song, N. (2022). Organizational support and job crafting with the new math teachers' well-being: The mediating effect of basic psychological needs. *Frontiers in Psychology*, 13, 961702. <https://doi.org/10.3389/fpsyg.2022.961702>
- Wolf, S., & Peele, M. E. (2019). Examining sustained impacts of two teacher professional development programs on professional well-being and classroom practices. *Teaching and Teacher Education*, 86, 102873. <https://doi.org/10.1016/j.tate.2019.07.003>
- Zhang, J., Zhang, Q., Wang, Y., Xiao, B., Wang, S., Xu, Y., & Li, Y. (2024). Daily challenge hindrance stress and work engagement in preschool teachers: The role of affect and mindfulness. *BMC Public Health*, 24, Article 2779. <https://doi.org/10.1186/s12889-024-20255-9>

