

A STRUCTURAL EQUATION MODEL OF INDIVIDUAL WORK PERFORMANCE AS PREDICTED BY ORGANIZATIONAL CULTURE, WORK LIFE BALANCE, AND ORGANIZATIONAL COMMITMENT

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ABSTRACT

This quantitative study determined the validity of a multi-variate model that best fits individual work performance of high school teachers as predicted by organizational culture, work life balance, and organizational commitment using structural equation modeling. The study employed stratified random sampling to determine the respondents. Senior high school teachers in Davao Region were selected to participate in the study. Data were collected using adapted and validated survey questionnaires and were analyzed using mean, standard deviation, correlation and multiple regression. The result showed that the level of organizational culture, work, life balance, organizational commitment and individual performance were all described as high. There was a significant relationship between the exogenous variables, organizational culture, work life balance and organizational commitment and the endogenous variable, individual work performance. The best-fit model demonstrated the direct influence of organizational culture and organizational commitment on individual work performance. Organizational culture had an indirect influence on individual work performance mediated by the work life balance.

Keyword: *Educational Leadership, organizational culture, work life balance, organizational commitment, individual work performance, public senior high school teachers, structural equation modeling, Philippines*

1. Introduction

Individual work performance refers to the behaviors or actions that are relevant to the goals and of the organization (Rotundo, 2002). In addition, the term is related to work performance or job performance which is the output's efficacy, quality, and efficiency (Mangkunegara, 2005). However, the individual performance of workers seemed inefficient (Okoyo & Ezejiolor, 2013).

In the United States, the study of Banfield et al. (2006) revealed that underperformance among instructors is evident as they fail to achieve desired outcomes in their roles. This lack of effectiveness directly impacts work performance, hindering their ability to deliver quality education and meet institutional goals. Further, Ashraf et al.(2015) found that in Pakistan, poor teacher performance led to problems on the quality of education, as public-school educators were often irregular in conducting classes and were not updated on current educational trends due to delays in receiving syllabi, ultimately resulting in poor teaching quality. In Nigeria, a study conducted by Akinlulo et al (2019) reveal a poor performance of teachers in the areas of instructional delivery. The perceived problems of lateness and absenteeism also led to the poor performance of teachers.

In the national setting, Haramain (2006) conducted research that showed poor individual performance of teachers in Cordillera Administrative Region (CAR). These teachers were not effective in their work anymore and consequently affected the teaching and learning process. Similarly, a study conducted by Cabaluna and Moleta (2023) found that teachers encounter challenges which will affect their work performance and willingness to work. The result of the study by Jomud et al. (2021) in Zamboanga showed that teacher's low individual work performance is caused by burnout in various areas that led to the poor delivery of instruction.

Locally, Abarca (2013) stated that the issue of poor performance of teachers was seen in Davao Region. Teachers experienced significant challenges related to poor performance, which can be linked to a decline in professional conduct standards. This decline has manifested as a reduced commitment to the responsibilities and expectations of the teaching profession, leading to ineffective teaching practices and inadequate execution of duties. In addition, Rachman (2021) explained that many challenges in organizations arise when performance falls short of expectations, largely due to a failure to support and enhance employee work productivity.

As mentioned in the work of Stephen and Stephen (2016), organizational culture fosters individual work performance of employees. This implies that culture has an impact on the performance of individuals in an organization. The culture of an organization led to the lack of the quality of teaching. As stressed by Lapina et al. (2015) if the organizational culture is strong, the firm is more effective. In addition, Cameron and Quinn (2011) argued that organizational culture plays a critical role in differentiating successful organizations from failing ones, as it directly impacts work performance by shaping employee behaviors, motivation, and the overall effectiveness of operations.

Furthermore, work-life balance refers to balancing one's professional work, family responsibilities, and other personal activities (Keelan, 2015; Kerdpitak & Jermsittiparsert, 2020). This refers to a sense of a balance between work and personal life among individuals (Haar et al., 2014). Indeed, teachers with a healthy work-life balance are generally effective in their tasks (Roberts, 2008).

Further, as argued by Fu and Deshpande (2013), organizational commitment is crucial for organizations which have a desire to retain skillful staff. It represents a degree to which an employee associates with his or her organization. Employees who are committed feel connected to their organization through emotional attachment, perceived costs or moral responsibility.

The study is very helpful in the formulation of activities or programs to improve the human resource program of public schools and to initiate other activities to develop the teacher's commitment to work. The finding is hoped to enlighten the school administrators on the importance of organizational culture to improve the quality of work of employees.

1.1 Purpose of the Study

The study determined the best fit model that predicts the individual work performance of public senior high school teachers in Region XI utilizing structural equation modeling. Also, the study determined the interrelationship of organizational culture, work - life balance, organizational commitment and individual work performance work.

1.2 Literature Review

Organizational culture is the collection of shared values, beliefs, norms, and assumptions that define how an organization operates and unites its members. As O'Donnell and Boyle (2008) and Peterson and Deal (2002) describe, it acts as a glue that holds people together and provides a sense of direction. Over time, this culture grows from shared experiences, creating a common purpose and mutual understanding among members. It sets the foundation for how people work together, shaping the way they communicate, coordinate, and understand each other's behaviors and motivations. Weber et al. (2006) explain that this culture, built on shared values and assumptions, not only enhances employee quality but also helps organizations achieve their goals, a view supported by Kreitner and Kinicki (2003). Similarly, Colquitt et al. (2009) point out that culture plays a key role in how individuals approach their work and perform their tasks.

Work Life Balance

Work-life balance is about finding harmony between professional responsibilities and personal life. It means managing work and home commitments in a way that minimizes conflicts and fosters satisfaction in both areas. As described by Clark (2000), it is about achieving effective functioning in work and home settings, while the OECD (2020) highlights the importance of integrating family, leisure, and work activities seamlessly. For Kalliath and Brough (2008), work-life balance reflects the ability to align personal and professional priorities to

support personal growth and well-being. For teachers, this balance is especially important as they navigate the challenges of their demanding roles in schools alongside their responsibilities at home. Schermerhorn (2013) and Ganapathi (2016) emphasize the need for teachers to meet these dual demands without sacrificing their well-being or family time. Laksono and Wardoyo (2019) add that maintaining a comfortable equilibrium between work and personal life is key to positive performance and satisfaction in the school environment.

Organizational Commitment

Organizational commitment is about how connected and dedicated individuals feel toward the goals, values, and success of their organization. For teachers, this commitment goes beyond just showing up, it is about believing in the mission of their school, investing energy into their work, and fostering a sense of loyalty to their students, colleagues, and the broader school community. This dedication forms the foundation of an effective and thriving educational environment. When teachers are deeply committed, they put in extra effort, have lower rates of absenteeism, and are more likely to stay in their roles for the long term. This stability allows them to build meaningful relationships with students and colleagues, which directly impacts the quality of education (Gordon, 2018). Research shows that committed teachers tend to perform better, achieving not just personal success but also contributing to the overall goals of the school (Doğan & Çelik, 2019; Laily & Wahyuni, 2017).

Individual Work Performance

Individual work performance is about how effectively someone contributes to achieving their organization's goals. It is not purely on meeting deadlines or checking off tasks. It is also about the quality of their work and the effort they put into their responsibilities. Bernardin and Russel (2010) describe performance as the results achieved in a specific role, while Sardiman (2011) sees it as how well someone fulfills their duties through their actions. In simpler terms, performance is about more than just getting things done; it's about how you do it. Armstrong (2006) highlights that both the goals and the methods used to achieve them matter. Similarly, Moku et al. (2019) stress that performance reflects how well tasks and responsibilities are handled within a given timeframe. In schools, the individual performance of a teacher is particularly important because it directly impacts students and the learning environment. Simanjuntak (2003) defines teacher performance as how well teachers plan, implement, and evaluate lessons. As pointed out by Ahiri et al. (2023), when teachers perform well, it positively affects student learning, engagement, and the overall success of the school.

2. Methods

The study utilized descriptive correlational design. The respondents of the study were the 330 public senior high school teachers in Davao Region selected through stratified random sampling. Four adapted questionnaires were used to gather the necessary data. These were organizational culture (Efeoglu & Ulum, 2017), work-life balance (Fisher-McAuley et al., 2003), organizational commitment (Meyer & Allen, 1990), individual work performance (Koopsman et al., 2011).

Data were analyzed using the statistical tool. Mean was employed to describe the level of organizational culture, work life balance, organizational commitment, and individual work performance. Pearson product moment correlation was utilized to determine the interrelationships of organizational culture, work life balance, organizational commitment, and individual work performance. To determine the predictors of individual work performance, multiple linear regression was used. Structural Equation Modelling was used to assess the interrelationships among the hypothesized models and determine the best fit model of individual work performance. The following indices were measured to assess the goodness of fit of the models, CMIN/DEF, TLI (Tucker-Lewis Index), CFI (Comparative Fit Index), RMSEA (Root Mean Square Error of Approximation), and P of Close Fit (PCLOSE).

3. Results and Discussions

3.1. Descriptive Analysis

Table 1
Level of Organizational Culture

Indicators	Mean	Description
Support	3.99	High
Mission	4.27	Very High
Success	4.32	Very High
Bureaucratic	3.95	High
Over-all mean	4.13	High

Presented in Table 1 is the level of the organizational culture. Support culture has a mean of 3.99 described as high; mission is also described as very high with a mean of 4.27; success culture is also very high with a mean of 4.32; and bureaucratic culture is described as high with a mean of 3.95. The overall mean is 4.13 which is described as high. The result means that the desirable organizational culture is often manifested. The standard deviation of .54 which explains that the data are relatively close to the mean. The result of this study is parallel to the finding of Aboramadan et al. (2020) which showed a high level of organizational culture. The work implies that the presence of a strong culture that is characterized by teamwork, communication, openness, work autonomy, commitment, employee's involvement, flexibility, creativity, and responsibility

Table 2
Work Life Balance

Indicators	Mean	Description
Work Noninterference with Personal Life	3.39	Moderate
Personal Life Noninterference with Work	3.70	High
Work Personal Life Enhancement	3.61	High
Over-all Mean	3.57	High

Note: Items were reversed

Displayed in Table 2 is the level of the work life balance of the teachers. Work Noninterference with Personal Life has a mean of 3.39 described as moderate while the Personal Life Noninterference with Work obtains a mean of 3.70 described as moderate. The Work Personal Life Enhancement has obtained a mean of 3.61 which is also described as high. In addition, as shown in the table, the overall mean is 3.57, described as high with a standard deviation of .74 which shows consistency of responses. This means that the work-life balance of the teachers is often demonstrated implying that teachers know how to balance work functions and personal life. This result supports the findings of Gonzales (2023) exhibiting a high work life balance. The study puts emphasis on teachers being able to find the equilibrium between serious and lighthearted activities in terms of personal and professional fulfillment supporting work life balance.

Table 3
Organizational Commitment

Indicators	Mean	Description
Affective Commitment	3.47	High
Continuance Commitment	3.35	Moderate
Normative Commitment	3.38	Moderate
Over all Mean	3.40	High

Shown in Table 4 is the level of organizational commitment of teachers. Based on the data, affective commitment has a mean of 3.47 described as high while the continuance and normative commitment obtain a mean of 3.35 and 3.38 respectively. Both are described as moderate. The overall mean is 3.40, described as high. This means that the organizational commitment of teachers is often evident. The results indicate a high level of commitment among employees. This result is parallel with the study of Chavez (2012) showing a high-level organizational commitment which implies that commitment is often performed by teachers.

Table 4
Individual Work Performance

Indicators	Mean	Description
Task	4.05	High
Contextual	4.08	High
Productive *	3.72	High
Over all Mean	3.95	High

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Note:* Items are reversed.

Table 5 presents the level of individual work performance of teachers. Data shows that task performance has a mean of 4.05; contextual performance obtains a mean of 4.08; and productive performance has a mean of 3.72. All indicators are described as high. The overall mean is 3.95, described as high. This implies that the individual work performance of teachers is oftentimes manifested. Teachers believe that it is the relevant behavior that is needed to achieve the goals of the organization. The result supports the study by Wambugu (2014) exhibiting a high positive perception on the performance of teachers and confirms Berry (2024) and Julian et al (2024) revealing a high level of individual performance. The teachers exhibit high work performance because they perform their work according to their designations.

3.2 Significant Relationships

Table 5
Significance of the Relationship of Organizational Culture, Work Life Balance, Organizational Commitment and Individual Work Performance

Variables Paired		p value	Decision
Organizational Culture vs Individual Work Performance	.325	.000	Significant
Work Life Balance vs. Individual Work Performance	.330	.000	Significant
Organizational Commitment vs. Individual Work Performance	.544	.000	Significant

As shown in table 5, all the exogenous variables are significantly correlated with endogenous variable which is the individual work performance. It reveals that organizational culture is significantly related to individual work performance (p-value < 0.010) and correlation coefficient, $r = .325$. This means that the increase in the level of organizational culture of teachers would also likely increase their individual work performance. The result supports the study of Salehipour and Ahmand (2018) who also found a significant positive relationship between organizational culture and employee performance.

In a similar way, there is a significant relationship between the work life balance and individual work performance (p-value < 0.010) and correlation coefficient, $r = -.330$. However, the negative correlation coefficient indicates an inverse relationship between work life balance and individual work performance teachers who have low degree of work life balance are likely to possess a high individual work performance. The result supports the study of Wambui et al. (2017) and Rafsanjani et al. (2019) which found that work-life balance has no positive effect on employees' performance, this is because employees get adequate facilities at work, so that family or personal problems do not affect their performance.

Moreover, organizational commitment is significantly related to individual work performance (p-value < 0.010) and correlation coefficient, $r = .544$. Meaning, teachers who are highly committed are more likely to have a higher degree of performance. They are likely to demonstrate a strong sense of loyalty and responsibility toward their school, students, and educational mission. Such commitment often translates into behaviors and attitudes that enhance work performance. The work conducted by Bahri and Nisa (2017) shows that organizational commitment has an impact on job satisfaction through performance. Moreover, committed and dedicated teachers are vital assets to schools, and their performance quality and quantity are closely tied to commitment (Absar & Das Swain, 2009).

3.3 Predictors of Individual Work Performance

Table 6
Influence of Organizational Culture, Work life balance, Organizational Commitment on Individual Work Performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
(Constant)	1.999	.210		9.525	.000	
1	OC	.106	.045	.122	2.349	.019
	WLB	-.121	.024	-.236	-5.070	.000
	ORGCOM	.431	.054	.430	8.054	.000

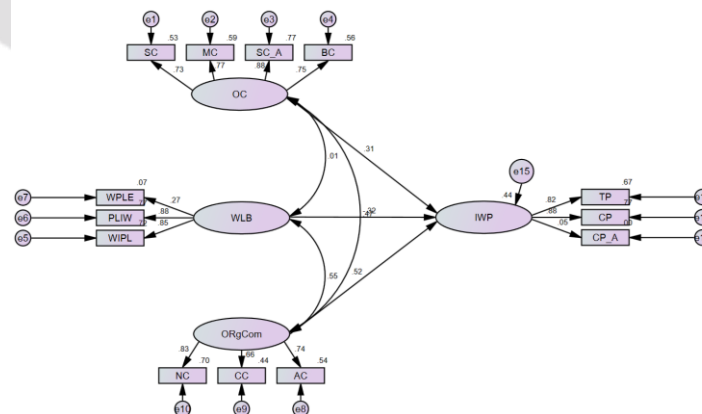
Note: R=.953 R²=.351 F ratio= 58.808
 Regression coefficient beta is significant @.01 level (2-tailed)

Work life balance and organizational commitment are found to have a significant predictors of individual work performance with p-value lesser than 0.10. Organizational commitment has positive standardized beta of .430 which means that for every unit increase in the individual work performance, there is an increase in the organizational commitment by .430 as shown in Table 7. This result conforms to the study Nazir and Islam (2017) and shows the positive relationship between organizational commitment and employee performance.

Meanwhile, the work life balance has a negative beta value of -.236 which means that when work life balance goes up by 1, the individual work performance goes down by .236. However, it is found to have influenced the individual work performance with a p-value of less than .01. This suggests that as teachers place more emphasis on balancing work and personal life, their performance in work-related tasks tends to decline. The result of this study is not aligned to the work of Thamrin and Riyanto (2020) which reveals that employees with a balanced approach to managing professional and personal responsibilities tend to exhibit higher productivity.

Finally, the findings are apparent in the results of regression analysis wherein 35.1 percent of the variance of individual work performance can be attributable to organizational culture, work life balance and organizational commitment as indicated in R²=.351. This would mean that 64.9 percent of the variation can be explained by other factors aside from the independent variables in the study.

3. Best Fit Model



As shown in the hypothesized model in the above figure, latent variables are unobserved constructs represented by ovals. They are measured using observed variables represented by the indicators in the rectangle. Organizational Culture (OC) is measured by SC (Support Culture), MC (Mission Culture), SC_A (Success Culture), and BC (Bureaucratic Culture) while the Work Life Balance (WLB) Is measured by WPLE (Work-Personal Life

Environment), PLIW (Personal Life Interference with Work), and WIPL (Work Interference with Personal Life). Meanwhile, ORgCom (Organizational Commitment) is measured using the indicators, NC (Normative Commitment), CC (Continuance Commitment) and AC (Affective Commitment and the Individual Work Performance (IWP) is measured by TP (Task Performance), CP (Contextual Performance), and CP_A (Counterproductive Work Behavior).

The arrows represent relationships between variables, and the numbers on the arrows are path coefficients. The organizational culture to work life balance has a path coefficient of .01 which shows a very weak relationship. Work life balance to individual work performance has a value of .32 which shows that WLB significantly influences IWP. Organizational commitment has a positive influence to work life balance (.55) and individual work performance ($B=.52, p<.05$) while the organizational culture moderately influences individual work performance with a path coefficient of .31.

The rectangles linked to the ovals show the observed variables that measure each latent variable. The numbers near the arrows indicate the standardized factor loadings, which measure how well the observed variables represent the latent variable. The figure shows the value of SC (.73), MC (.77), SC_A (.88), and BC (.75). The values of the indicators in the organizational culture are high indicating good representation. For the work life balance, the figure shows that WPLE (0.07), PLIW (0.88), and WIPL (0.85). The WPLE has a very low loading signifying not a strong indicator. Thus only PLIW and WIPL are strong indicators. It can also be gleaned from the model that the indicators of the organizational commitment namely NC (0.83), CC (0.70), and AC (0.74) have a moderate to high loadings. For the individual work performance, the loadings for TP (0.67), CP (0.82), and CP_A (0.05) shows that CP is the strongest indicator while the CP_A is weak.

The model also provides the correlation of variance. The relationship between organizational culture and work life balance is 0.01 and is very weak (close to zero). This suggests that there is almost no association between these two variables in the data. On the other hand, work life balance and organizational commitment has a positive and moderate association with the value of .55. In addition to this, organizational culture has also a positive moderate correlation with a value of .47.

Moreover, the structural model shows the squared multiple correlations which represent the proportion of the variance in a given endogenous variable a-that is explained by its predictor variable. The IWP is predicted by OC (.31), WLB (.32) and the ORgCom (.52). The combined influence of the predictors is .468 which means that 46.8% of the variance in IWP is explained by OC, WLB, and ORgCom. Work life balance is predicted by organizational culture with a path coefficient of .27.

Table 7
Goodness of Fit Measures of the Hypothesized Model

Indices	Criteria	Model Fit Value
		Model 1
CMIN/DF	<3.0	8.582
NFI	>.90	.769
TLI	>.90	.721
CFI	>.90	.789
GFI	>.90	.831
RMSEA	<.08	.152
PCLOSE	>.05	.000

Furthermore, as shown in the table 8, model 1 indicates not reasonable fit in CMIN/DF (8.58) TLI (.721), CFI (.789), and PCLOSE (0.000). The RMSEA of 0.152 also suggests potential misspecification, indicating a larger discrepancy between the model structure and the observed data. All the indices are not within the ideal fit threshold. This implies that the model does not fit the data.

Since the hypothesized model is not a good fitting model, a model generating approach was performed. As presented in the first model, the individual work performance is not well represented by some of its factors. Thus, the indicators having smaller beta values are trimmed down. A model respecification has been done to determine the best fit model. Respecification is increasingly used to address model misfit by evaluating local parameters, such as modification indices, and applying changes like adding paths or removing insignificant variables. The iterative process ensures that theoretical alignment and empirical evidence guide revisions, leading to more robust and interpretable models. This approach is emphasized by Chavez (2012) stating that model respecification may include trimming or adding measures to attain good fit. As a result, the goodness of fit values changes in all indices and notably achieves the desired threshold for a good fitting model.

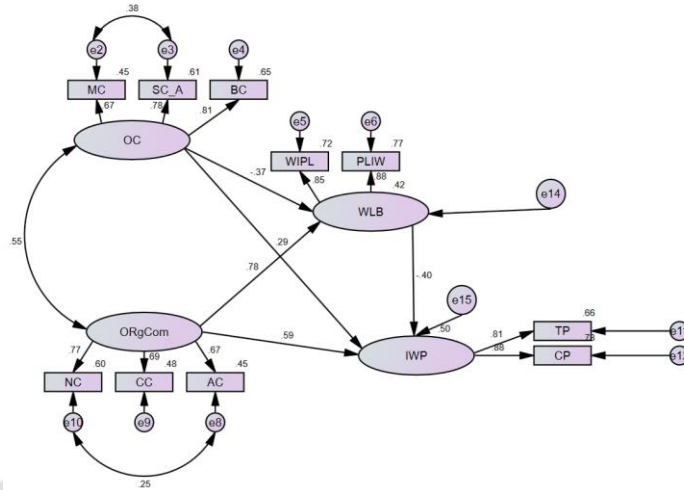


Figure 4 shows the standardized estimates of the best fit model. It can be gleaned in the model that 48 percent of the variance of individual work performance can be attributed to the combined influence of organizational culture, work life balance, and organizational commitment. Moreover, the latent constructs of organizational culture, work life balance, organizational commitment, and individual work performance are highly represented by their factors with beta values greater than .60. This is what was stressed by Kline (2010) that is usual to regard factor loadings as high as they are greater than .60.

As displayed in the best fit model in Figure 4, organizational culture has a direct influence on work life balance and individual work performance with an estimated degree of influence of .37 and .29 respectively. The influence of organizational culture on both variables is through the mission, success, and bureaucratic culture. Organizational culture has an indirect influence on individual work performance. Organizational culture has an estimated -.37 influence of work life balance which resulted in an estimated -.40 degree of influence to individual work performance. This implies that organizational culture indirectly affects the individual work performance through work life balance. However, a negative association between the organizational culture and work life balance suggests that aspects of organizational culture may create work life imbalance which in turn would reduce work performance. This means that an organizational culture that fails to support work life balance may indirectly lower the individual work performance. The result supports Su et al (2020) that organizational culture has an indirect effect on employee performance.

Table 8
Goodness of Fit Measures of the Model

Indices	Criteria	Model Fit Value
		Model
CMIN/DF	<3.0	2.46
NFI	>.90	.957
TLI	>.90	.956
CFI	>.90	.974
GFI	>.90	.963
RMSEA	<.08	.068
PCLOSE	>.05	.083

In the best fit model, all the indices already fall within the threshold. The CMIN/DF is equal to 2.46, which value is less than 3 and within the acceptable range. The values of TLI (.956), CFI (.974), and GFI (.963) are all greater than .090 and fall within the fit threshold. The RMSEA value of 0.067 This is less than .08 and is also within

acceptable limits, suggesting minor discrepancies between the model and data. Moreover, the PCLOSE value of 0.083 is greater than .05 and also is within the acceptable range. Thus, the model yields the acceptable goodness-of-fit index for the individual work performance making it the best fit model.

4. CONCLUSIONS

The findings reveal a strong connection between the culture within an organization, work-life balance, commitment to the organization, and the work performance of senior high school teachers. A robust organizational culture creates a supportive environment focused on shared goals and individual achievements, fostering a sense of respect and value among the staff. This positive atmosphere not only enhances teachers' commitment to their work, seen through their emotional ties and sense of obligation, but also boosts their overall performance.

However, striving for a balanced approach to work and personal life can be challenging. Teachers often find that their attempts to juggle these responsibilities can sometimes compromise their productivity. The structural model from this study highlights the importance of nurturing a strong organizational culture to boost commitment and performance, while also pointing out areas that can be improved, especially concerning work-life balance. To maximize the potential of individual teachers, it's crucial for the organization to pay attention to how its culture affects their ability to balance work and personal life. By doing so, they can help educators excel not just in their careers but also in their personal lives, creating a more fulfilling experience on both fronts.

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