Organizational Influence on the Work Engagement of Instructors in Private Higher Educational Institutions

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ARTICLE INFORMATION

ABSTRACT

Organizational factors play an important role in molding work engagement and overall employee performance. This study examines the influence of organizational factors on the work engagement of instructors in private higher education institutions in Cavite, Philippines. Using a quantitative research design, data were collected from 150 instructors via an online survey and analyzed using multiple regression analysis. Results show that interpersonal relationships significantly influence all three dimensions of engagement—physical (β = 0.201, $p < 0.01$), emotional (β = 0.193, $p < 0.03$), and cognitive (β = 0.165, $p < 0.05$). Work interaction significantly affects physical (β = 0.233, $p < 0.004$) and cognitive engagement (β = 0.178, $p < 0.03$), while task characteristics negatively influence cognitive engagement (β = -0.229, $p < 0.01$). Organizational norms were found to influence only cognitive engagement (β = 0.176, $p < 0.02$). The findings highlight that interpersonal relationships are the most consistent predictor of holistic engagement. The study recommends that institutions foster strong interpersonal dynamics to enhance motivation, resilience, and instructional performance. These insights provide actionable guidance for institutional leaders and policymakers seeking to strengthen faculty engagement and improve teaching quality in higher education.

Keywords: Cognitive Engagement; Emotional Engagement; Interpersonal Relationship; Organizational Norms; Physical Engagement; Task Characteristics

INTRODUCTION

The private higher education sector has experienced a notable surge in the number of institutions in recent years, especially in emerging economies such as the Philippines. Amidst this rapid expansion, the presence of motivated and engaged teachers has emerged as a critical determinant of institutional success. Whether public or private, educational institutions rely heavily on the engagement levels of their teaching personnel to navigate both immediate operational challenges and long-term developmental goals. As noted by Abduraimi et al. (2023), a strong link exists between employee engagement and organizational success; motivated educators are more likely to contribute positively to institutional performance, innovation, and resilience.

Despite its importance, the issue of teachers' engagement remains uncertain and inconsistently addressed. Several contextual factors—such as inadequate facilities, poor management practices, low parental involvement, workplace violence, and broader educational crises—continue to hinder the consistent engagement of teachers in many academic settings. In this regard, organizations must strive to cultivate a supportive and empowering work culture. García-Arroyo and Segovia, as cited in Prieto-Díez et al. (2022), emphasize that while personal traits certainly play a role, organizational factors are equally influential in shaping work engagement. Understanding how these factors interact is essential in creating and maintaining harmonious and productive academic environments.

Scholars have attempted to conceptualize work engagement through various theoretical lenses. One influential framework, introduced by Khan (as cited in Meskelis, 2017), classifies engagement into three interrelated dimensions: physical, emotional, and cognitive. Physical engagement refers to an individual's energy, mental flexibility, and persistence when performing tasks. Emotional engagement involves a sense of personal value, interest, and satisfaction derived from one's role. Cognitive engagement is characterized by focused attention and mental absorption in work activities (Rothmann & Baumann, 2014). This multidimensional understanding highlights the complexity of engagement and the diverse factors that can enhance or inhibit it in an educational setting.

Despite the theoretical significance of work engagement, there remains a noticeable lack of empirical research focusing specifically on employee engagement within the higher education sector (Abduraimi et al., 2023). Most existing studies prioritize the formal implementation and effectiveness of Higher Diploma Programs or other credentialing systems, often overlooking the influence of day-to-day workplace dynamics and learning activities (Gugssa & Kabeta, 2021). This gap is particularly evident in the Philippine context, where little has been done to explore the organizational characteristics that affect instructors' engagement, especially in private higher education institutions.

In response to this gap, the present study aims to investigate how organizational factors influence the work engagement of instructors in private higher education institutions in Cavite, Philippines. Specifically, it seeks to assess instructors' agreement regarding key organizational characteristics and examine the extent to which these factors affect their level of engagement. While prior research has explored related themes, this study offers a unique contribution by focusing on private institutions in a specific provincial context—an area that has received limited scholarly attention. The findings are expected to provide valuable insights for school administrators, policymakers, and institutional leaders by identifying actionable organizational strategies that can enhance engagement, satisfaction, and performance among teaching personnel. Ultimately, this research seeks to contribute to both academic discourse and practical solutions by foregrounding

the role of organizational culture in fostering a committed and motivated academic workforce.

LITERATURE REVIEW

Organizational Factors
The organization influences many elements, including common values, norms, beliefs, structure, competency, rules, procedures, characteristics, and culture. These are the organizational components that build up the ability to achieve rapid growth. An organization is the blending of social units that are focused on a specific objective, created as a system of planned, coordinated activity, and connected to the outside world (Siswanto, 2023). Organizational norms, interaction and relationship of employees, and structures such as tasks and roles influence the functioning of the organization.

Task Characteristics
How an employee interacts with or performs in an organization depends on understanding task characteristics. Hackman and Oldham in George et al. (2020), identify task characteristics segments as skill variety, task identity, task significance, autonomy, and feedback. Inadequate comprehension of tasks can hinder productivity, resulting in inefficiencies and possibly missed deadlines.

In the education system, instructors must clearly understand their tasks to provide an appropriate approach to handling the job. They are responsible for more than just teaching in front of students. Mitchell and Carbone (2011) define a task as anything a teacher asks students to do, including brainstorming, participating in a game, discussions, and other activities. In addition, according to Blane (2022), planning and preparing classes, researching and creating new teaching resources, advancing learning and professional development, and performing administrative duties are some of the tasks for instructors. Moreover, teachers are required to schedule and prepare lessons, as well as provide additional help to students, all of which necessitate a significant amount of work behind the scenes.

Work Interaction
Although working solo has historically been a frequent practice for instructors, teams are becoming more common. This is because every team member possesses a unique set of abilities, knowledge, and talents. When team members work together, they can draw on one another's talents, expertise, and experience to accomplish a common objective. Employees are more productive and feel more connected to the organization when they interact. Kissflow's (2022) report states that 86% of employees agree that failures at work can result from a lack of teamwork.

Finkelstein et al. in Pozas and Letzel-Alt (2023) stated that one of the most important quality criteria for inclusive schools is teacher interaction. Instructors in an educational institution can create a better coordinated, engaging, and successful learning environment for students by collaborating and working together with other educators and educational organizations (Blane, 2022).

Interpersonal Relationship
Building strong employee relationships is crucial to fostering a productive work environment. It has a big impact on how productive and successful an organization is. In today's job, interpersonal relationships are equally important and useful. It is a strong connection that exists between coworkers in an organization. Interpersonal ties among individual employees from different departments within the organization shape the workplace environment. Thus, it is essential that the administration has a thorough

awareness of the types of interpersonal connections that exist in the workplace. When there is a connection among employees, they will work together and put forth their best effort to keep their attachments intact. Humans are gregarious creatures who develop relationships with those around them (Begum et al., 2024).

In the academy, creating harmonious relationships is necessary to establish an effective learning environment and increase teachers' motivation. The study by Bechter et al. (2023) reports that relationships with students, peers, and principals result in intrinsic motivation for Australian high school physical education teachers.

Organizational Norms

Organizational norms are the unseen threads that weave together company culture. As per Leadership IQ (2024), the unwritten rules that control conduct in a business are known as organizational norms. They affect employee behavior, mold the culture, and ultimately affect the success of the company. Employees are more inclined to work toward the company's goals when they comprehend and identify with the norms. These standards serve as a framework for behavior at all organizational levels by encapsulating common values, beliefs, culture, and expectations. Organizational culture is a core factor of the organization that focuses on attitudes that bring out the way people in the company interact with each other (Yuliastuti & Tandio, 2020). Schein in Nawaz et al. (2024) defines organizational culture as the sum total of the employees' and the organization's beliefs, opinions, and attitudes about a particular way of life or business within the organization. Positive company culture can influence the attitudes and behaviors of human resources, leading to increased productivity and the ability to overcome future obstacles.

One of the key duties of an education leader in the academy is to foster organizational norms and politics that are encouraging for staff and students and supportive of learning, mainly because organizations typically observe teachers rising through the ranks primarily due to their participation in political activities (Khan & Hussain, 2022) that result in negative consequences, including low employee morale.

Work Engagement

Employers view employee engagement as a means of creating a long-term competitive advantage. Engaged workers add value to the company, foster positivity, and increase productivity. Employee engagement is defined as involvement with and enthusiasm for work (Markos & Sridevi in Risdayanti & Sandroto, 2020). Understanding the factors that influence employee engagement is critical for developing effective plans to attract and retain motivated workers.

Physical Engagement

Although many people think that instructors have an easy job, the truth is that they work almost as much outside of class as they do within. In the academy, a great teacher's most important and desirable quality is their eagerness to prepare and present lessons. Being prepared enables them to organize ideas and produce a presentation that is well structured.

Physically engaged and enthusiastic instructor frequently inspires the classroom with joy, excitement, and anticipation, and encourages students to explore. The concept of physical involvement in any type of work serves as the foundation for physical engagement. Khusanova et al. (2021) assert that engaged employees experience a strong emotional and physical connection to their work, have confidence in their ability to handle job responsibilities, and demonstrate their dedication to their work to others.

Emotional Engagement
An essential component of the teaching profession is managing one's emotions. Emotional engagement, according to Christenson et al. in Dubovi (2022), focuses on states associated with students' emotional involvement during learning activities. Administrators must take into account the emotional aspects affecting instructors to guarantee their engagement. According to Sanchez (2022), people who are emotionally committed to their work typically feel positive or happy about it. If they are unhappy and stressed, it can decline the quality of instruction and diminish their ability to engage and deliver effectively.

Cognitive Engagement
An engaged employee generates results and does not frequently change jobs. To be cognitively engaged, workers must be aware of their employer's goals and strategies, as well as the kind of work they must do to contribute as much as possible to those goals. Blessingwhite in Risdayanti and Sandroto (2020) emphasized employee engagement on cognitive connections between employees to work and the attitude the employees express toward job satisfaction and its impact. According to Sanchez (2022), the notion that individuals must exercise reason and consciousness to enhance their effectiveness forms the basis for cognitive work engagement.

Hypotheses Development
Task Characteristics and Employee Engagement
How employees interact, accept, and understand their tasks is crucial. Employees' perspectives on task characteristics are critical for reviving workplace engagement. When an employee demonstrates extreme drive and enthusiasm in their tasks, it undoubtedly enhances their perception of their involvement with the work. This makes sure that everyone can do their job efficiently.

In considering tasks in an organization, it is important to understand the meaning of the job. Identifying tasks not only helps the organization find the right person for the job, but it also enables them to competently fulfill their assigned tasks. Job encompasses all of the various aspects of work, such as how it is performed and finished, task activities, training, control over one's work-related activities, a sense of accomplishment from one's work, variation in duties, and rewards for one's contributions (Sundararajan et al., 2020).

Recognizing task characteristics that are available to them can improve engagement. Results from the study of George et al. (2020) conducted in healthcare services at Sabah, Malaysia, revealed a significant and positive relationship between task characteristics and employee engagement. In addition, Prameswari's (2019) study at a Surabaya-based port service company reveals that work engagement was found to be positively and significantly correlated with the five aspects of job characteristics: autonomy, feedback, skill variety, task identity, and task significance. According to Hameduddin and Lee (2021), social identity theory can enhance an employee's work motivation and in-role performance by connecting personal and job identities.

H1:   Task characteristics significantly influence the physical, emotional, and cognitive engagement of employees.

Work Interaction and Employee Engagement
A collaborative work environment plays a crucial role in organizational factors, as it empowers teams to perform optimally. Interaction strengthens a team's capacity to operate as a cohesive unit and resolve issues. Kissflow's (2022) report states that as

workplace collaboration grows, the organization's ability to deal with unexpected changes grows. This leads to more creativity, effective procedures, greater success, and improved communication. Teamwork and information sharing have a major impact on employee engagement and performance, as demonstrated by the study by Kusumiartono et al. (2022). The results indicate that employee engagement and performance can be significantly impacted by knowledge sharing and teamwork, as proved by SEM testing with AMOS version 26. The Zinger Model on employee engagement offers organizations twelve key strategies that managers must implement to achieve significant results; among these strategies are the elements of getting connected, interacting, and enlivening roles (Delbahari et al., 2019).

H2: Work interaction significantly influences physical, emotional, and cognitive engagement.

Interpersonal Relationships and Employee Engagement
The most important component of an organization's productive capacity is its workforce. Thus, managing employee relations effectively is essential to the success of the firm. Human resources recognized employee relations as a highly related concept (Ugoani, 2019). It has been observed that positive relationships among the members of the group stimulate good outcomes. Previous research has fervently reported positive linkages between employee relationships and engagement. Duffour et al. (2024), in their study, assert that employee relationships influence employee engagement. According to Robin and DeCenzo in Baran and Sypniewska (2020), a company that follows the classic management theories of Mayo, Likert, Argiris, and Herzberg in the workplace creates an environment that promotes good relationships and teamwork at all levels. Their theories highlight social interaction and informal groups.

H3: Interpersonal relationships significantly influence the physical, emotional, and cognitive engagement of employees.

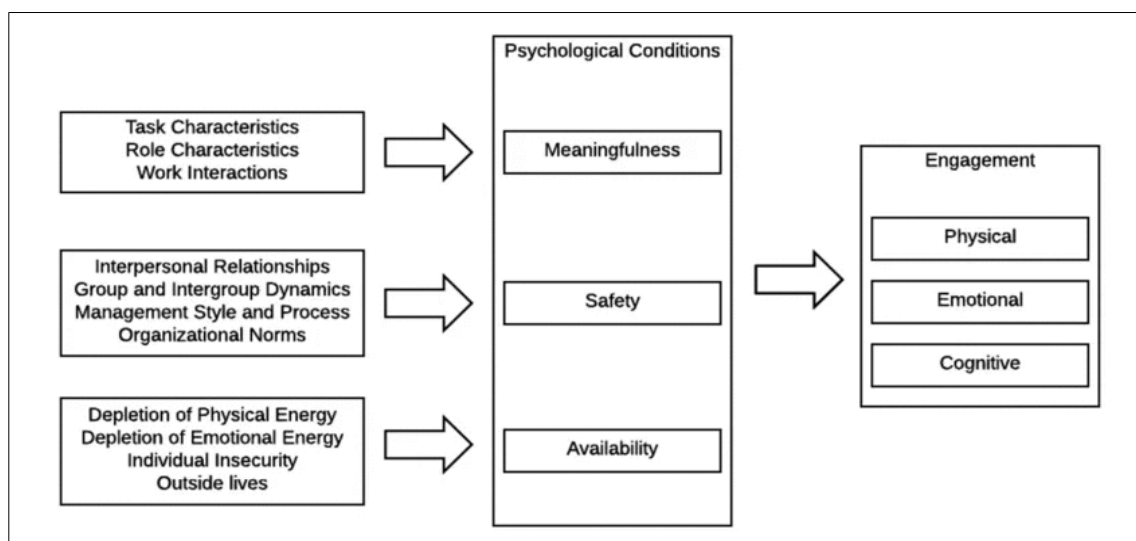**Organizational Norms and Employee Engagement**
Organizational norms have the potential to be an effective motivator that raises job satisfaction and staff engagement. These norms consist of the unwritten rules that guide employees within the organization. Each member of the group adheres to and acts in accordance with it. Without norms, the activities within the organization will be chaotic. Furthermore, organizational culture deeply embeds norms (Orlikowski in Struwig & Smith, 2009). When norms are aligned with individual values, they foster engagement. Drawing on William Khan's Model of Employee Engagement, as cited in Meskelis (2017), organizational and individual factors influence engagement.

H4: Organizational norms significantly influence the physical, emotional, and cognitive engagement of employees.

Theoretical Framework
This research draws on William Khan's Model of Employee Engagement (Figure 1), which he published in 1990. In his work, Khan linked three psychological conditions—feeling safe, having meaning in one's life, and having adequate energy and resources—to the three dimensions of engagement (physical, cognitive, and emotional). He believed that engaging in all three aspects would provide them with a sense of security in their jobs, a sense that their efforts were worthwhile, and a sense of support for their physical and mental efforts.

Figure 1. William Kahn's Model of Employee Engagement

Source: Meskelis (2017)

As per Kahn's approach, both organizational and individual factors influence the amount of engagement. The effect of organizational characteristics on the degree of employee engagement has been the subject of much research. Kahn looked at the psychological factors that contribute to engagement in line with the idea that engagement is a state that changes over time and with the understanding that people's behaviors are influenced by their psychological experience of work. According to his research, three psychological factors—meaningfulness, safety, and availability—are necessary for involvement. Psychological meaningfulness is defined as the "sense of obtaining value in exchange for one's own self in the form of physical, mental, or emotional energy". Conceptually distinct people feel significant, useful, and valued, as though they made a difference and were not taken for granted. People are considered to be in a psychologically safe space when they feel comfortable expressing their true selves without fear of negative repercussions for their self-esteem, status, or profession.

People refer to an interpersonal relationship as a trusting tie where they feel free to take risks and fail without suffering repercussions. Good encounters tend to boost a person's vitality and confidence in their abilities at work. Unfavorable experiences and diversions, on the other hand, can hinder a person's willingness and availability to engage in their work. Kahn also emphasized the factors, such as job qualities, interpersonal interactions, and extracurricular activities, that depend on the presence of these circumstances. Task characteristics include the circumstances and categories of duties assigned to an employee. He asserts that difficult, precisely specified, diversified, creative, and independent tasks instill psychological meaningfulness in people and discovered that people's degrees of psychological availability at work can be affected by things that happen to them off the job.

RESEARCH METHOD

In order to achieve its specific objectives, this study used a correlational research design. The data were collected from 150 participants chosen from selected private higher institutions in the province of Cavite. The unit of analysis is academic at the level of instructors. The researchers applied a non-probability sampling approach, using quota sampling of 150 instructors.

The researcher opted to devise her own instrument, using a 5-point Likert scale where 5=strongly agree; 4=agree; 3=moderately agree; 2=disagree; and 1=strongly disagree

for organizational factors and 5=very high engagement; 4=high engagement; 3=moderately engaged; 2=low engagement; and 1=very low engagement for work. The researcher tested the self-made questionnaire using Cronbach's Alpha. Reliability statistics revealed a Cronbach's Alpha of 0.70 for organizational factors and 0.76 for work engagement. According to Mugenda and Mugenda in Kilonzo et al. (2018), an acceptable alpha should be at least 0.70 as a basic guideline. Thus, the instrument was reliable for data collection. Questionnaire links were sent online through a convenient and accessible platform. To determine results for sub-problems 1 and 2, the researcher utilized the mean and standard deviation. The researcher utilized Pearson's R Correlation Coefficient to respond to the results of sub-problem 3. The last sub-problem employed Multiple Regression Analysis (MRA).

RESULTS

Table 1. Participants' Degree of Agreement on Organizational Factors

Organizational Factors		Mean	Std. Deviation	Verbal Interpretation
Task Characteristics				
1	The subjects I am handing are aligned with my field of expertise.	4.49	0.522	Strongly Agree
2	I am fully informed about other duties and obligations aside from teaching (if any).	4.68	0.683	Strongly Agree
3	I am fully engaged with other tasks assigned aside from teaching.	4.39	0.693	Strongly Agree
Average		4.52		Strongly Agree
Work Interactions				
4	Strong attachment with colleague and students is felt	4.39	0.704	Strongly Agree
5	Helping others to accomplish work is seen in the workplace.	3.85	1.098	Agree
6	Team collaboration is achieved in the workplace	4.61	0.542	Strongly Agree
Average		4.28		Strongly Agree
Interpersonal Relationships				
7	Everyone communicates clearly with each other.	4.28	0.883	Strongly Agree
8	Respect and consideration on other's output is seen	4.41	0.667	Strongly Agree
9	The workplace is transformed into a more enjoyable place.	4.57	0.763	Strongly Agree
Average		4.42		Strongly Agree
Organizational Norms				
10	New and positive views about working order are supported in the organization.	3.39	1.073	Neutral
11	The institution tries to create its specific family-like atmosphere	3.98	0.798	Agree
12	Organizational politics is avoided in the institution.	2.19	0.908	Disagree
13	Recognition and praises from the management is present.	2.90	0.833	Neutral

14	Discrimination of co-workers is avoided in the institution	4.77	0.451	Strongly Agree
Average		3.45		Agree
Composite Mean		4.06		Agree

Scoring System: 1.00-1.80 = Strongly disagree; 1.81-2.60 = Disagree; 2.61-3.40 = Neutral; 3.41-4.20 = Agree; 4.21-5.00 = Strongly agree

Table 1 presents 14 items on organizational factors, including three on task characteristics, work interaction, and interpersonal relationships, and five on organizational norms, which the respondents rated. Item number 14, which states that the institution avoids discrimination against co-workers, got the highest mean. It signifies that the private higher education institutions' management in Cavite, Philippines, practices fair treatment of instructors. Among the 14-item statements on organizational factors, item number 12 generates the lowest mean score of 2.19, indicating that the instructors do not agree that the institution avoids organizational politics. This suggests that organizational politics exist within private higher education institutions in Cavite province.

In terms of the task characteristics factor of organization, statement number 2, the instructor's highest-rated item, generates the highest mean score of 4.68, indicating a strong agreement that they are fully informed about other duties and obligations aside from teaching. The respondents rated three items related to work interactions. Among the provided statements, item number 6, which asserts the achievement of team collaboration in the workplace, generated the highest mean score of 4.61. It indicates that a collaborative work environment is present in the private institutions in Cavite. For interpersonal relationships, the instructors strongly agreed that they enjoy their workplace, as indicated by the mean score of 4.57 on item number 9. It implies that instructors work in a pleasing environment. When the workforce is happy, employers benefit as much as employees. Five statements on organizational norms were presented, with item number 14 generating the highest mean score of 4.77 and strong agreement from the instructors, indicating that discrimination in the workplace is avoided, followed by the statement that the institution strives to create a unique, family-like atmosphere, with a mean score of 3.99. It implies that there is a strong, close tie among instructors in private higher institutions.

Table 2. Level of Work Engagement

	Work Engagement	Mean	Std Deviation	Verbal Interpretation Engagement
Physical Engagement				
1	The effort I exert in the preparation and presentation of lessons to achieve the goals of the organization	4.92	0.318	Very High
2	The energy I exert in presentation and preparations of lessons to meet the schedule	4.84	0.386	Very High
3	The time I allot for teaching preparations to ensure effectiveness of the presentation.	4.83	0.391	Very High
Average		4.86		Very High
Emotional Engagement				
4	The innovation I contribute to move forward	3.15	0.999	Moderate
5	The positive contribution that I provide at work	2.59	0.845	Moderate
6	The stress management I practiced to cope up with all the tasks assigned to me	3.22	0.866	Moderate

Average			2.99		Moderate
Cognitive Engagement					
7	The flexibility of using different tools/gadgets available in the institution		4.73	0.473	Very High
8	Every opportunity is supplied for professional learning development in the institution through trainings and seminars conducted		4.67	0.598	Very High
9	My contribution to the systems and methods used in pursuing the institutional goals and objectives		3.61	1.036	High
Average			4.34		Very High
Composite Mean			4.06		High

Scoring System: 1.00-1.80 = Very Low; 1.81-2.60 = Low; 2.61-3.40 = Moderate; 3.41- 4.20 = High; 4.21-5.00 = Very High

Table 2 presents the results of instructors' work engagement in terms of physical, emotional, and cognitive engagement. The average mean of the nine-item statement included is 4.76, which verbally translates to "highly engaged." The result implies that the instructors are highly engaged and enthusiastic about their jobs. Any institution can benefit greatly from having highly engaged teachers, but disengaged teachers might pose a significant problem.

The instructor's highest-rated statement on physical engagement is item number 1, "The effort I exert in the preparation and presentation of lessons to achieve the goals of the organization," which received a rating of 4.92 and demonstrated high engagement. It indicates that the instructors are enthusiastic about completing their tasks. Three items related to emotional engagement were presented. The highest mean, 3.22, was verbally interpreted as "moderate" for the statement "I practiced stress management to cope with all the tasks assigned to me." This indicates that instructors are actively managing job-related stress, which can potentially lead to burnout and negatively impact their performance if not managed properly. Item number 5, pertaining to the positive contribution instructors provide at work, got the lowest rating of 2.59, indicating a moderate level of engagement from instructors. It implies that instructors of private higher institutions in Cavite, Philippines, have limitations in performing their tasks. In terms of cognitive engagement, among the given statements, item number 7, which states that different tools/gadgets are available in the institution, received a very high engagement rating of 4.73. This suggests that the institutions are actively promoting the advancement of teaching techniques.

Table 3. Physical Engagement Model Summary

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	0.398[a]	0.158	0.135	0.28302	
a. Predictors: (Constant), on1, wi1, t1, ir1					

ANOVA[a]					
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.185	4	0.546	6.819	0.000[b]
	Residual	11.614	145	0.080		
	Total	13.799	149			
a. Dependent Variable: pm					
b. Predictors: (Constant), on1, wi1, t1, ir1					

Table 3 displays the regression coefficients, which test the significant influence of overall organizational factors on work engagement. The table indicates a positive correlation between organizational factors and physical engagement (R = 0.398). Furthermore, the coefficient of determination reveals that organizational factors account for approximately 39 percent of the changes in physical work engagement. It signifies that the dependent variable changes when there is a one-unit shift in the independent variable while other variables in the model are held constant. Given the p-value in the table, the overall model was a good fit and significant (p = 0.00). Therefore, the organizational factor effectively gauges the physical engagement of the studied respondents.

Table 4. Emotional Engagement Model Summary

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	0.235[a]	0.055	0.029	0.48227		
a. Predictors: (Constant), on1, wi1, t1, ir1						
ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.966	4	0.492	2.113	0.082[b]
	Residual	33.725	145	0.233		
	Total	35.692	149			
a. Dependent Variable: em						
b. Predictors: (Constant), on1, wi1, t1, ir1						

Table 4 shows a positive correlation between organizational factors and emotional engagement (R = 0.235). Furthermore, the coefficient of determination reveals that organizational factors account for approximately 23 percent of the changes in physical work engagement. This indicates that a one-unit shift in the independent variable, while keeping the other variables in the model constant, alters the dependent variable. The result shows that the overall model was not significant (p = 0.82). Therefore, the organizational factor fails to accurately gauge the emotional engagement of the studied respondents.

Table 5. Cognitive Engagement Model Summary

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	0.339a	0.115	0.090	0.49068		
a. Predictors: (Constant), on1, wi1, t1, ir1						
ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.521	4	1.130	4.695	0.001b
	Residual	34.912	145	0.241		
	Total	39.433	149			
a. Dependent Variable: cm						
b. Predictors: (Constant), on1, wi1, t1, ir1						

The results shown in Table 5 indicate a positive correlation between organizational factors and cognitive engagement (R = 0.339). Furthermore, the coefficient of determination reveals that organizational factors account for approximately 33 percent of the changes in physical work engagement. This suggests that a one-unit shift in the independent variable, while keeping the other variables in the model constant, alters the

dependent variable. The model was a good fit and significant (p = 0.00). Therefore, the organizational factor effectively gauges the cognitive engagement of the studied respondents.

Table 6. Regression Weights of Independent Variables to the Dependent Variables

Independent Variables	Dependent Variables	Std. Error	P Value	Beta	T	Remarks	Decision
Task Characteristics	Physical Engagement	0.50	0.125	0.127	1.544	Not Significant	Accept H0
	Emotional Engagement	0.085	0.382	0.007	0.878	Not Significant	
	Cognitive Engagement	0.087	0.008	-0.229	-2.707	High Significant	Reject H0
Work Interactions	Physical Engagement	0.046	0.004	0.233	2.967	High Significant	Reject H0
	Emotional Engagement	0.079	0.674	-0.035	-0.422	Not Significant	Accept H0
	Cognitive Engagement	0.080	0.028	0.178	2.214	High Significant	Reject H0
Interpersonal Relationships	Physical Engagement	0.053	0.019	0.201	2.381	High Significant	Reject H0
	Emotional Engagement	0.090	0.032	0.193	2.160	High Significant	Reject H0
	Cognitive Engagement	0.092	0.05	0.165	1.909	High Significant	Reject H0
Organizational Norms	Physical Engagement	0.061	0.582	-0.043	-0.552	Not Significant	Accept H0
	Emotional Engagement	0.104	0.687	0.033	0.403	Not Significant	Accept H0
	Cognitive Engagement	0.106	0.028	0.176	2.224	High Significant	Reject H0

Legend: p-value < 0.01 = High Significance; p-value < 0.05 = Significance; p-vale > 0.05 = not significance

The regression results displayed in Table 6 offer empirical support for evaluating the influence of four organizational factors—Task Characteristics, Work Interactions, Interpersonal Relationships, and Organizational Norms—on the three dimensions of employee engagement: Physical, Emotional, and Cognitive. These results serve to test and validate the proposed hypotheses (H1–H4), each of which posits a significant influence of a specific organizational factor on all three engagement dimensions.

In relation to H1, which posits that Task Characteristics significantly influence Physical, Emotional, and Cognitive Engagement, the findings provide partial support. The regression output shows that Task Characteristics do not significantly affect Physical Engagement (p = 0.125) or Emotional Engagement (p = 0.382), as both p-values exceed the 0.05 significance threshold. However, Task Characteristics do have a significant negative effect on Cognitive Engagement (p = 0.008, β = -0.229), suggesting that certain task features—potentially including complexity, ambiguity, or overload—may reduce instructors' focus and mental absorption at work. Therefore, H1 is partially supported, with significance found only in relation to Cognitive Engagement.

Regarding H2, which hypothesizes that Work Interaction significantly influences all three types of engagement, the results also offer partial support. Work Interaction has a significant positive influence on both Physical Engagement (p = 0.004, β = 0.233) and Cognitive Engagement (p = 0.028, β = 0.178), indicating that productive and collaborative interactions among colleagues can boost instructors' energy and mental

focus. However, there is no significant effect on Emotional Engagement (p = 0.674), implying that social interactions alone may not necessarily evoke emotional connection or personal fulfillment at work. Thus, H2 is partially supported, with significance observed for Physical and Cognitive Engagement but not for Emotional Engagement.

The findings related to H3, which proposes that Interpersonal Relationships significantly influence all three dimensions of engagement, show full support. Interpersonal Relationships significantly affect Physical Engagement (p = 0.019, β = 0.201), Emotional Engagement (p = 0.032, β = 0.193), and Cognitive Engagement (p = 0.050, β = 0.165). These results underscore the central role of relational quality—trust, collegial support, and respectful communication—in fostering holistic engagement among employees. Strong interpersonal bonds within the organization appear to energize individuals physically, foster emotional attachment to their roles, and enhance cognitive focus. Therefore, H3 is fully supported by the data.

Finally, the results for H4, which states that Organizational Norms significantly influence all three engagement dimensions, show limited support. Organizational Norms were found to have no significant effect on either Physical Engagement (p = 0.582) or Emotional Engagement (p = 0.687). However, a significant positive relationship was observed with Cognitive Engagement (p = 0.028, β = 0.176). This suggests that while institutional expectations and cultural norms may not impact how employees feel or act physically, they do contribute to their mental investment and attentiveness to their work. Consequently, H4 is partially supported, with significance found only in relation to Cognitive Engagement.

In summary, the regression analysis partially supports H1, H2, and H4, and fully supports H3. Among the four predictors, Interpersonal Relationships emerged as the most consistent and influential factor, significantly enhancing all forms of engagement. These findings highlight the importance of cultivating a supportive and relational work environment in private higher education institutions to promote holistic instructor engagement.

DISCUSSION

Organizational Factors
The finding on the agreement of instructors on organizational factors in Table 1 revealed that the institution avoids discrimination against co-workers, which shows that the management practices fair treatment among employees. This means adherence to the Department of Education in the Philippines' policy to end discriminatory behavior in schools and guarantee that the education system promotes equality and respect for one another. Discrimination can have a significant impact on how employees perceive work, potentially affecting their performance. Moreover, the result indicates that there are organizational politics in private higher education institutions in Cavite province. The finding is similar to Khan and Hussain (2022), which disclosed that there is politics at the university level in the public sector, where professors and teachers behave in the same way as employees of any other company.

According to the respondents' agreement on task characteristics, the results demonstrate that instructors possess comprehensive knowledge about their duties and obligations beyond teaching. This indicates that the instructors received proper orientation on duties and responsibilities that go beyond teaching. For work interaction, the findings revealed that a collaborative work environment is present in the private higher institutions in Cavite. A collaborative work environment plays a crucial role in organizational factors, as it empowers teams to perform optimally, thereby significantly

enhancing engagement and dedication. Trust, employee engagement, retention, and productivity all rise in a collaborative work environment. In terms of interpersonal relationships, results revealed that they enjoy their workplace. Toropova et al.'s (2020) study on the relationships among teacher attributes, school working conditions, and job satisfaction for eighth-grade mathematics teachers in Sweden shows a strong correlation between teachers' job satisfaction and their working conditions in schools. For organizational norms, the finding shows that discrimination in the workplace is avoided and that the institution strives to create a unique, family-like atmosphere. Fostering a family-like atmosphere at work entails caring for employees as if they were family and creating close relationships within an organization.

Work Engagement

The findings on the level of instructors' work engagement in Table 2 revealed that instructors are enthusiastic about completing their tasks. One of the most important and desirable traits of an excellent instructor is their drive and enthusiasm in preparing and presenting the lesson. Being prepared enables them to organize ideas and produce a presentation that is well structured. An enthusiastic instructor frequently inspires the classroom with joy, excitement, and anticipation and encourages students to explore. The findings further indicate that instructors demonstrate active efforts in managing work-related stress, which can potentially lead to burnout and negatively impact their performance if not managed properly. According to Agyapong et al. (2022), teachers' stress prevalence ranged from 8.3% to 87.1%. The results showed that schools are working hard to improve how teachers think and engage by helping them develop their thinking skills and giving them the right teaching materials to teach effectively. The result contradicts the findings of the case study conducted by Munje and Jita (2020) on three South African primary schools, which revealed that schools underutilized advanced teaching resources and, for a variety of reasons, did not use ICT tools as intended for teaching and learning.

Factors of Organizational Influence on Employee Engagement
Task Characteristics and Work Engagement (H1)

The results provide partial support for H1. Task characteristics were found to have a significant negative influence on cognitive engagement ($p < 0.05$), indicating that aspects of the job, such as workload, clarity of responsibilities, or cognitive demands, may reduce instructors' mental focus and absorption in their tasks. However, no significant effects were found on physical or emotional engagement, suggesting that the structural nature of work tasks does not necessarily energize instructors physically or foster emotional connection to their roles. Thus, the hypothesis is accepted only in relation to cognitive engagement and rejected for the physical and emotional dimensions.

Work Interaction and Work Engagement (H2)

The analysis shows that work interaction significantly influences physical engagement ($p < 0.05$) and cognitive engagement ($p < 0.05$), but not emotional engagement. These findings provide partial support for H2. Productive collaboration and professional dialogue among colleagues likely increase instructors' willingness to exert physical effort and maintain cognitive attention during their work. However, such interactions may not necessarily lead to emotional satisfaction or a sense of personal fulfillment, possibly due to hierarchical or transactional dynamics in the workplace. Consequently, the null hypothesis is rejected for physical and cognitive engagement but retained for emotional engagement.

Interpersonal Relationships and Work Engagement (H3)

The results show that interpersonal relationships significantly influence all three dimensions of engagement—physical, emotional, and cognitive, each with p-values less than 0.05. These results provide full support for H3 and underscore the foundational role of social bonds, collegial trust, and mutual respect in shaping employees' holistic engagement at work. Instructors who experience supportive relationships with peers and supervisors are more likely to feel valued (emotional engagement), exert effort (physical engagement), and remain mentally immersed in their responsibilities (cognitive engagement). This aligns with existing literature that highlights the relational quality of the work environment as a key driver of engagement across sectors.

Organizational Norms and Work Engagement (H4)
Findings show that organizational norms significantly influence cognitive engagement only (p < 0.05), with no significant impact on physical or emotional engagement. Therefore, H4 is partially supported. This suggests that institutional culture, rules, and expectations shape how instructors think about their work and the degree of cognitive effort they invest, but do not directly affect their emotional investment or physical energy at work. These results diverge from those of Fu et al. (2022), who found a positive correlation between school culture and all dimensions of work engagement, mediated by affective empathy. Likewise, Soliman et al. (2021) reported that workplace climate had a significant influence on lecturer engagement and professional dedication. The divergence may be attributed to contextual differences, such as organizational size, leadership behavior, or institutional support mechanisms unique to private higher education institutions in the Philippines.

The Findings Integration
Beyond the inferential results, the descriptive findings presented in Table 1 offer valuable context for understanding instructors' perceptions of their organizational environment. Instructors generally agreed that their institutions practice fair treatment, foster collaborative work settings, and promote a family-like atmosphere, with interpersonal relationships emerging as a particularly strong aspect. This aligns with the regression results, where interpersonal relationships significantly influenced all three dimensions of engagement. The consistently high ratings across items related to trust and collegiality may help explain why this predictor showed the strongest and most consistent influence in the model.

Additionally, Table 2 illustrates that instructors reported high levels of enthusiasm and active stress management, both indicators of strong intrinsic motivation and positive psychological states. These findings further support the interpretation that instructors are already operating within a relatively healthy and engaging work culture. However, the partial influence of other predictors (such as task characteristics and organizational norms) suggests that while the foundations for engagement are present, strategic improvements—particularly in emotional support and task design—could further enhance instructor engagement across all dimensions.

CONCLUSION

Employee engagement is not a naturally occurring phenomenon; it develops within organizations that intentionally cultivate supportive and motivating environments. This study explored how organizational factors influence the work engagement of instructors in private higher education institutions. The findings confirm that instructors benefit from positive organizational conditions—such as fair treatment, collegial relationships, clear task expectations, and a collaborative atmosphere—that help them manage the daily demands of their roles inside and outside the classroom.

Among the four organizational factors examined, interpersonal relationships emerged as the most consistent predictor, significantly influencing physical, emotional, and cognitive engagement. Task characteristics and work interaction were significantly associated with cognitive and physical engagement, but not emotional engagement. Organizational norms significantly influenced only cognitive engagement. These findings indicate that while organizational factors do play a role in shaping instructor engagement, their influence is not uniform across all engagement dimensions. As a result, the null hypotheses were only partially rejected, with full support found only for the hypothesis related to interpersonal relationships.

The results suggest that instructors are generally enthusiastic and resilient, showing strong professional engagement despite the stress inherent in the teaching profession. Institutions appear to provide supportive work environments and essential teaching tools, contributing to improved instructional delivery and potentially enhancing student motivation. However, to further increase engagement—particularly emotional engagement—institutional leaders should develop programs that foster deeper emotional connections to work, such as mentorship initiatives, peer recognition systems, and inclusive decision-making processes.

The descriptive findings reinforce these conclusions. Instructors' strong agreement with statements reflecting non-discrimination, mutual support, and job clarity confirms that many of the positive organizational characteristics hypothesized to influence engagement are already perceived to be in place. Furthermore, the high reported levels of enthusiasm and effective stress management suggest that instructors are not only engaged cognitively but also possess the emotional resilience to sustain performance in challenging educational environments. These patterns provide practical insight: institutional leaders should build on these strengths—especially the interpersonal dynamics—while strategically addressing areas like emotional engagement and task structure to maximize holistic instructor commitment.

The study implies that school administrators and policymakers in the private higher education sector must adopt differentiated strategies to promote each aspect of engagement. Fostering strong interpersonal relationships should be prioritized, while institutional norms and task designs must be continuously evaluated to ensure they facilitate—not hinder—mental and emotional investment. Additionally, institutions should provide more structured support to help instructors manage job-related stress, which could otherwise undermine long-term engagement.

Future studies could expand on this research by exploring other potential moderating factors—such as leadership style, professional development access, or cultural values—that may influence the strength of these relationships. Longitudinal studies could also track how organizational interventions impact engagement over time.

LIMITATION
During the course of this study, the researchers faced certain restrictions. The most significant constraint was the availability of participants due to their busy schedules. The data was collected through an online survey, and the researchers had difficulty in retrieving the results. Another limitation is the small sample size, which did not represent the broader population.

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