



## **THE INFLUENCE OF INDIVIDUAL WORK PERFORMANCE AND ADAPTIVE BEHAVIOR ON ORGANIZATION-BASED SELF-ESTEEM**

**Richie S. Macasarte<sup>1i</sup>,**

**Lyndon A. Quines<sup>2</sup>**

<sup>1</sup>Master of Arts in Education,  
Major in Educational Management,  
University of Mindanao,  
Philippines

<sup>2</sup>Professor, EdD,  
University of Mindanao,  
Philippines

### **Abstract:**

The study aimed to establish which individual work performance domain best influences adaptive behavior and organization-based self-esteem among 313 public school teachers of Kiblawan District, Division of Davao del Sur. A non-experimental quantitative research design using the descriptive-correlational technique was applied. Using modified questionnaires, the data collected were tested for reliability and validity by experts. In analyzing the data, mean, Pearson r, and regression analysis were used. Results revealed that the level of work performance was high organization-based self-esteem was very high and adaptive behavior was high. The relationship between Individual Work Performance and Organization-Based Self-Esteem was significant, indicating that higher levels of individual work performance are associated with higher levels of organization-based self-esteem. Similarly, there was a significant positive correlation between Adaptive Behavior and Organization-Based Self-Esteem. A linear regression analysis shows that both Task Performance and Contextual Performance significantly predict Organization-Based Self-Esteem. Additionally, Individual Work Performance significantly predicts Organization-Based Self-Esteem. The findings have significant implications for organizations seeking to improve employee morale and organizational performance through targeted interventions aimed at enhancing both work performance and adaptive behavior.

**Keywords:** educational management, public school teachers, individual work performance, organization-based self-esteem, adaptive behavior, multiple regression, Philippines

<sup>i</sup> Correspondence: email [richie.macasarte@deped.gov.ph](mailto:richie.macasarte@deped.gov.ph), [chiemacasarte16@gmail.com](mailto:chiemacasarte16@gmail.com)

## 1. Introduction

Organizational-based self-esteem (OBSE) pertains to an individual's self-assessment of their value within the framework of their organization. Although OBSE can yield favorable outcomes, such as increased employee motivation and job satisfaction, it raises several troubling issues and considerations. One prominent concern lies in the susceptibility of OBSE to external influences, such as performance feedback, recognition, and promotions, which might lead to an excessive dependence on external validation for one's self-esteem within the organizational sphere (Soral *et al.*, 2022). This could result in employees anchoring their self-worth primarily on the organization's approval, making it precarious as it could fluctuate in response to shifting circumstances within the organization. Furthermore, OBSE has the potential to foster unhealthy competition among employees as individuals vie for acknowledgment and endorsement from the organization, potentially fostering toxic work environments (Niemiec *et al.*, 2020). Hence, while OBSE can enhance employee well-being, it is essential to remain vigilant about its potential problems and concerns in the organizational context.

On the other hand, the study of organizational-based self-esteem (OBSE) is essential as it provides insights into how employees perceive their self-worth in the context of their organization, which can influence their motivation, job satisfaction, and overall well-being. OBSE can also impact employees' behaviors, attitudes, and performance in the workplace. Understanding OBSE can help organizations identify factors contributing to positive employee self-esteem and design interventions to enhance it, leading to improved employee engagement and productivity (Kim & Beehr, 2022). Additionally, studying OBSE can contribute to the broader literature on self-esteem and social identity theories, providing valuable insights into how individuals perceive themselves within the organizational context (Lian *et al.*, 2020). Therefore, investigating OBSE is crucial for organizations and researchers to understand how employees perceive their self-worth in the workplace and its implications for individual and organizational outcomes.

Therefore, organizations must foster a healthy balance of OBSE, encouraging individuals to value their abilities and achievements while remaining self-aware and open to constructive feedback. By doing so, individuals can maintain their self-esteem while continuously improving their work performance and adaptive behavior. Organization-based self-esteem (OBSE) refers to how individuals evaluate their self-worth based on affiliation with a particular organization. It is an important study area because it can significantly affect individual and organizational outcomes. In this response, I will discuss the importance of studying OBSE and the contributions of studies on this topic, with authors and citations.

The link between individual work performance, adaptive behavior, and organizational-based self-esteem (OBSE) has been a topic of interest in organizational psychology research. OBSE refers to an individual's evaluation of their worth within the context of their organization. Recent studies have shown that OBSE is positively

associated with individual work performance. For example, research by Zhang *et al.* (2019) found that OBSE was positively correlated with task performance, as employees with higher levels of OBSE tended to exhibit higher levels of task performance in their roles. This suggests that when employees feel positive about themselves in the organizational context, they are more likely to perform better.

Furthermore, adaptive behavior, which refers to an individual's ability to adjust and cope with changes and challenges in the work environment, has also been linked with OBSE. Employees with higher levels of OBSE tend to exhibit higher levels of adaptive behavior, such as proactive problem-solving, seeking feedback, and adapting to changing situations (Pundir *et al.*, 2021). This suggests that employees with higher levels of OBSE may possess greater confidence and belief in their abilities, which enables them to adapt more effectively to changes and challenges in the workplace.

OBSE plays a significant role in individual work performance and adaptive behavior. Employees with higher levels of OBSE tend to exhibit better work performance and adaptive behavior, which can contribute to their overall effectiveness in the workplace. Understanding the link between OBSE, individual work performance, and adaptive behavior can provide insights for organizations to develop interventions and strategies to enhance employee self-esteem and promote positive work outcomes.

One research gap in this area is the need for more longitudinal studies examining how OBSE changes affect individual work performance and adaptive behavior. Most existing research has been cross-sectional, which limits our ability to draw causal conclusions about the relationship between these variables (Spector, 2019). Longitudinal studies that track changes in OBSE and work performance over time can provide a more nuanced understanding of this relationship and help identify potential causal mechanisms.

Another research gap is the need for more studies examining how OBSE interacts with other factors influencing individual work performance and adaptive behavior, such as job stress and job demand. For example, some research suggests that high levels of job stress can lead to decreased OBSE, which can, in turn, lead to lower job performance and increased turnover (Schwepker & Dimitriou, 2022). Understanding how OBSE interacts with other factors in the workplace can help organizations create more supportive work environments that promote employee well-being and productivity. There is also a need for more studies that examine how OBSE varies across different cultures and work settings.

However, some research suggests that the relationship between OBSE and work performance may be stronger in collectivistic cultures, where individuals value group membership and affiliation (Xu *et al.*, 2020). Additionally, the relationship between OBSE and work performance may vary across work settings, such as public versus private sector organizations.

The urgency of addressing these research gaps lies in the potential implications for employee well-being and organizational productivity. Understanding the link between individual work performance, adaptive behavior, and OBSE can help organizations

create supportive work environments that promote employee well-being and productivity. This is particularly important in the current climate of rapid technological change and globalization, which has led to increased competition and uncertainty in the workplace.

In conclusion, there are several research gaps in our understanding of the relationship between individual work performance, adaptive behavior, and OBSE. Addressing these gaps through more longitudinal studies examining how OBSE interacts with other factors in the workplace can help organizations create more supportive work environments that promote employee well-being and productivity.

This study's main objective is to determine the influence of individual work performance and adaptive behavior on organization-based self-esteem among public elementary school teachers in Kiblawan District. The study has several objectives. The first objective is to describe the level of individual work performance in terms of task performance, contextual performance, and counterproductive work behavior. The second objective is to measure the level of adaptive behavior. The third objective is to ascertain the level of organization-based self-esteem of public elementary school teachers in terms of organization-based self-respect and organization-based self-confidence. The fourth objective is to determine the significance of the relationship between individual work performance and organization-based self-esteem. Finally, the fifth objective is determining which domain of individual work performance and adaptive behavior significantly influences organization-based self-esteem. The study will provide valuable insights into the factors contributing to organization-based self-esteem among teachers and help identify strategies to promote positive outcomes in the workplace.

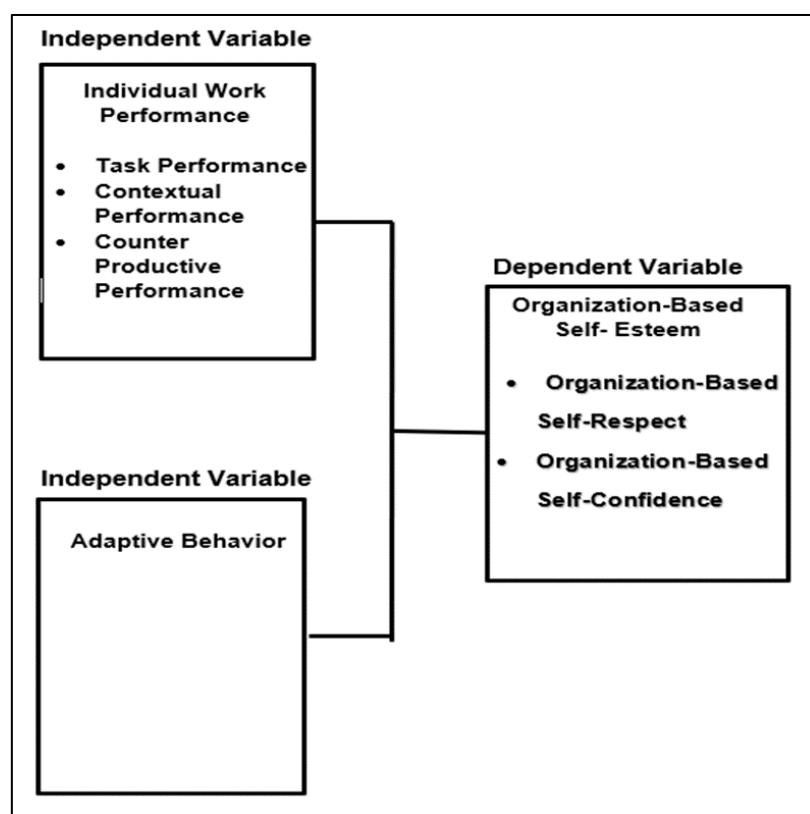
The following null hypotheses were formulated and tested at a 0.05 significance level: There is no significant relationship between individual work performance and adaptive behavior. And organization-based self-esteem of public-school elementary teachers. There is no domain in individual work performance; adaptive behavior significantly influences organization-based self-esteem.

One anchor theory that explains the interrelationship between individual work performance, adaptive behavior, and organization-based self-esteem (OBSE) is the Job Demands-Resources (JD-R) theory (Kumar & Narula, 2022). This theory suggests that job demands, such as workload and time pressure, can lead to burnout and decreased work performance. On the other hand, job resources, such as social support and autonomy, can lead to increased work engagement and performance. OBSE can be seen as a personal resource that can impact an individual's response to job demands and resources, subsequently affecting their work performance and adaptive behavior.

Moreover, two supporting theories that further explain this relationship are the self-regulation and social cognitive theories. The self-regulation theory proposes that individuals engage in a cyclic process of self-monitoring, self-evaluation, and self-reinforcement to achieve their goals (Carver & Scheier, 1982). In the work context, individuals with higher levels of OBSE may be more motivated to set and achieve work-related goals, leading to increased work performance and adaptive behavior.

Additionally, self-regulation processes may help individuals cope with job demands and utilize resources more effectively, improving work performance (Jennings *et al.*, 2023).

Furthermore, the social cognitive theory proposes that individuals learn and develop their behaviors through observing and imitating others, as well as through self-reflection and self-evaluation (Bembenutty, 2023). In the work context, individuals with higher levels of OBSE may model the behaviors of successful colleagues or leaders within their organization, leading to improved work performance and adaptive behavior. Additionally, individuals with higher levels of self-efficacy, which OBSE can impact, may be more likely to set and achieve work-related goals and persist in the face of obstacles (Amatori *et al.*, 2023).



**Figure 1:** The Conceptual Framework of the Study

In conclusion, the Job Demands-Resources theory provides an anchor theory that explains the interrelationship between individual work performance, adaptive behavior, and organization-based self-esteem (Adil & Kamal, 2020). The self-regulation theory and the social cognitive theory provide supporting explanations for how OBSE can impact an individual's motivation, behavior, and performance at work. Individual work performance can be broadly divided into three categories: task performance, contextual performance, and counterproductive work behavior. Each category refers to different aspects of how an individual performs in their job and can impact their overall effectiveness and productivity.

## 2. Literature Review

Task performance, involving an individual's ability to complete job-specific tasks accurately, meet deadlines, and maintain quality standards, is crucial for meeting job expectations and achieving organizational goals, especially in roles requiring technical expertise. In contrast, contextual performance covers behaviors not in the job description but vital for a smoothly functioning organization, such as volunteering for extra tasks, assisting colleagues, and adapting to changes.

Likewise, these behaviors foster positive relationships, contribute to a positive work environment, and increase overall job satisfaction. However, counterproductive work behavior, encompassing actions harmful to the organization, like absenteeism, theft, or harassment, can significantly impact productivity, morale, and reputation. Organizations must address and prevent such behavior to ensure a safe and productive work environment.

In conclusion, individual work performance encompasses task performance, contextual performance, and counterproductive work behavior. Task performance is essential for meeting job expectations, while contextual performance can help create a positive work environment and increase job satisfaction. Counterproductive work behavior can be costly for the organization and must be addressed to ensure a safe and productive work environment. By understanding the different aspects of individual work performance, organizations can take steps to support their employees and increase overall productivity.

Moreover, adaptive behavior refers to an individual's ability to adjust to changes in their environment and cope with everyday life's demands. Adaptive behavior is essential for success in many areas of life, including school, work, and social relationships. Many factors can influence adaptive behavior, including genetic and environmental factors and the individual's attitudes and beliefs.

On the other hand, research has shown that adaptive behavior is a key predictor of academic and career success. For example, a study by (Orth & Robins, 2022) found that children with high levels of adaptive behavior were more likely to succeed in school and have positive social relationships. Similarly, a study by Wettstein *et al.* (2020) found that individuals with higher levels of adaptive behavior were more successful in their careers and had higher levels of job satisfaction. Adaptive behavior is also important for mental health and well-being. People who can adapt to changes in their environment and cope with stressors are less likely to experience mental health problems such as anxiety and depression. For example, a study by Samuels *et al.* (2021) found that individuals with higher levels of adaptive behavior were less likely to experience symptoms of depression and anxiety.

In summary, adaptive behavior is pivotal in determining success across various life domains, such as academics, professional endeavors, and mental well-being. Comprehending the elements affecting adaptive behavior can empower individuals and institutions to formulate practical approaches to nurturing and improving this crucial

skill. Through the promotion of adaptive behavior, individuals can more effectively manage the complexities of daily life, surmount obstacles, and ultimately attain their aspirations.

Additionally, organizational-based self-esteem refers to an individual's sense of self-worth or value in the context of their organizational membership or affiliation. It is composed of two dimensions: organization-based self-respect and organization-based self-confidence. Organization-based self-respect is defined as an individual's perception of the degree to which their organization values and respects them as a person. It reflects the extent to which employees feel that their organization values their contributions, skills, and potential and treats them fairly and respectfully.

On the other hand, organization-based self-confidence is defined as an individual's belief in their ability to perform well and contribute to the organization. It reflects the extent to which employees feel confident in their skills and abilities and feel that their organization provides them with the necessary resources, support, and feedback to perform their jobs effectively. Research suggests that organization-based self-respect and self-confidence positively relate to various work-related outcomes, including job satisfaction, organizational commitment, and job performance (Mihaela *et al.*, 2022).

For example, studies have found that employees who feel respected and valued by their organization are more likely to be satisfied with their jobs, committed to their organization, and perform better than those who do not feel respected and valued (Prasetya *et al.*, 2023). Similarly, employees who feel confident in their abilities and receive the necessary support and resources from their organization are more likely to perform well and be satisfied with their job and organization (Alshurideh *et al.*, 2023). Overall, organization-based self-esteem is an important construct that reflects how employees perceive themselves in the context of their organizational membership and has significant implications for their attitudes and behaviors in the workplace.

Likewise, individual work performance, adaptive behavior, and organization-based self-esteem are all important constructs that have significant implications for individuals and organizations across the globe. In terms of their contribution to literature and social value, these constructs have been studied extensively in organizational behavior. They are related to important outcomes, such as job satisfaction, organizational commitment, and job performance.

Moreover, research on individual work performance has focused on identifying the factors that influence employees' ability to perform their jobs effectively, such as job-related knowledge, skills, and abilities, as well as motivation, job satisfaction, and job design. Studies have shown that individual work performance is positively related to job satisfaction, organizational commitment, and job performance and has significant implications for individuals and organizations (Goetz & Wald, 2022).

Likewise, studies on adaptive behavior have primarily centered around pinpointing the factors that impact employees' capacity to adapt to evolving job requirements and workplace dynamics. Adaptive behavior is widely regarded as a pivotal element of effective job performance (Kaya & Karatepe, 2020), as it empowers

employees to modify their actions and work methods to align with shifting job expectations and the organization's overarching objectives.

Furthermore, investigations into organization-based self-esteem have concentrated on unraveling the connection between employees' sense of self-value and their affiliation with and belonging to an organization (Zhang *et al.*, 2023). This concept has been demonstrated to significantly correlate with various critical outcomes, such as job satisfaction, organizational commitment, and job performance. It carries substantial implications for individual employees and the organizations they are part of (Goetz & Wald, 2022). They are exploring Adaptive Behavior and Organization-Based Self-Esteem in the Workplace (Goetz & Wald, 2022; Kaya & Karatepe, 2020; Zhang *et al.*, 2023).

The relationship between the Department of Education, teachers, and future researchers provides valuable insights for optimizing organizational design and supporting individuals. Teachers can improve job satisfaction and performance by better understanding the connection between work performance, adaptive behavior, and the role of training programs. Researchers can expand knowledge by exploring these connections in diverse contexts, contributing to a broader understanding of these constructs' global significance. In summary, individual work performance, adaptive behavior, and organization-based self-esteem are vital constructs with far-reaching implications for individuals and organizations worldwide, significantly impacting fields like organizational behavior, education, and research.

### **3. Material and Methods**

This study was conducted in public schools in Kiblawan North and South District in the Municipality of Kiblawan, province of Davao del Sur Region XI of the Philippines. According to the census, this town is a second-class municipality and has a population of 48,897. The two lovers' combined names, Kib and Lawan, are where Kiblawan originated. Kib was a regular citizen living in the same tribal village. Still, Lawan was the daughter of a Kaulo Chieftain and lived in Tumbag (Sitio of Kiblawan), making it a momentous occasion. Kib and Lawan chose the most well-liked name for the location. Before Kiblawan was established as a municipality on June 18, 1966, the Barangay that is now Barangay Poblacion was known by the name Kiblawan.

Furthermore, since the barangay above became the location of the government, the municipality's name, Kiblawan, was chosen. The municipality was established in 1966 due to Executive Order No. 143, signed by President Diosdado Macapagal. Still, the Supreme Court ruled that establishing a municipality by Executive Order was invalid. Kiblawan became a municipality when Republic Act No. 4748 was approved on June 18, 1966. The Province of Davao del Sur comprises 15 municipalities, including Kiblawan. As shown in Figure 2, it is located in the southern portion of Mindanao and consists of thirty (30) barangays, as shown in Figure 3; the schools that will participate are rural schools that belong to Kiblawan North and South Districts and are represented by public school teachers.

In addition, teachers in Kiblawan North and South District share several common attributes and characteristics that make them effective educators. Firstly, they possess a strong passion for teaching and a deep commitment to their students' academic and personal growth. They go above and beyond to ensure their students receive a quality education and develop critical thinking and problem-solving skills. Secondly, they exhibit excellent communication and interpersonal skills, enabling them to connect with their students and create a positive learning environment.

Likewise, Kiblawan North and South teachers are dedicated to continuous professional development. They actively seek opportunities to improve their teaching skills and stay up-to-date with the latest teaching methodologies, strategies, and technologies. They collaborate with colleagues, attend training programs, and engage in self-reflection to enhance their teaching practices.

The study's respondents were the 320 permanent public-school teachers from Kiblawan North and South District, who willingly agreed and gave informed consent. The researcher distributed modified questionnaires to the School Head and Teachers via Google Forms last August 23, 2022. Participants were in Kiblawan North and South Districts.

Furthermore, in this 2022 study, the researcher incorporated participants from various organizations with at least one year of work experience in their current roles. These individuals were mandated to have undergone performance evaluations and self-assessments about adaptive behavior as part of their employment. Moreover, respondents were anticipated to grant permission to use their performance and adaptive behavior data for research purposes.

Additionally, the researcher excluded individuals with less than one year of work experience in their current positions, as they might not have had sufficient exposure to organizational dynamics to assess their influence on organization-based self-esteem. Respondents with incomplete or missing performance appraisal records or self-assessment data were also excluded from the analysis to ensure the reliability and completeness of the dataset. Furthermore, individuals who did not provide informed consent for their data to be used in this research were excluded from participation.

Also, respondents who initially met the inclusion criteria but later decided to withdraw from the study were allowed to do so without incurring any penalties or consequences. Withdrawal was permitted during the research process, up to and including the data analysis phase, to safeguard the rights and privacy of the individuals involved. Those who wished to withdraw were expected to communicate their decision to the research team, following which their data was promptly eliminated from the dataset to maintain the integrity and confidentiality of the study's findings.

Moreover, to ensure that everyone can participate, total remuneration is used in this study. Total remuneration in the context of conducting a study refers to the overall number of respondents involved in the research.

Across both districts, 320 public school teachers met the inclusion criteria in the study. However, only 313, representing 98% of the eligible participants, actively

participated, particularly in investigating the Municipality of Kiblawan. The remaining 7 individuals, equivalent to 2% of the total, opted not to participate due to a range of factors, potentially including personal scheduling conflicts, prior obligations, or logistical challenges that hindered their engagement in the research.

Three sets of questionnaires, which were modified by the researcher and approved by a specialist in questionnaire design, were constructed. The questionnaire has undergone pilot testing and Cronbach alpha testing and has an overall acceptable rating of 0.81 Cronbach alpha. The experts' suggestions were carefully considered and incorporated into the final version of the instrument, and the overall mean validation of experts is 4.26, which is considered very good. The content of the adopted structured questionnaire is accurate since it was already checked and proven by the author after it was modified to identify the questions. With the aid of expert validators and to make it easy for respondents to answer each question and comprehend the purpose of the study, the questionnaire was designed in a particular way.

However, the five-point Likert scale was used for the research variables. It requires individuals to tick a box/blank in response to many items concerning an attitude, object, and stimulus (Guha & Quines, 2021). Treating the number obtained from a rating scale as measurements by calculating averages or, more generally, any arithmetic operations is common.

The assessment incorporates three questionnaires to evaluate individual work performance, adaptive behavior, and organization-based self-esteem. Five gradations exist for individual work performance, as measured by the Individual Work Performance Questionnaire (Bernales-Turop *et al.*, 2022). A mean within the 4.20 to 5.00 range indicates a high level, reflecting outstanding performance. A mean falling between 3.40 and 4.19 indicates a high level, indicating predominantly strong performance. A moderate level is observed in the 2.60 to 3.39 range, suggesting sporadic performance. A mean ranging from 1.80 to 2.59 represents a low level, with performance evident only in a few instances. In contrast, a mean between 1.00 and 1.79 indicates a very low level, suggesting no manifestation of performance. Adaptive behavior, assessed through Zobeidi *et al.*'s (2022) questionnaire, follows a similar structure. A mean of 4.20 to 5.00 signifies a very high level where adaptive behavior is consistently present—in the 3.40 to 4.19 range, a high level is observed, predominantly manifested most of the time. A mean ranging from 2.60 to 3.39 indicates a moderate level, with adaptive behavior occasionally felt. For organization-based self-esteem, measured by Rice & Cotton-Nessler's (2022) questionnaire, a mean of 4.20 to 5.00 reflects a very high level, indicating consistent evidence of self-esteem. In the 3.40 to 4.19 range, a high level suggests self-esteem is predominantly evident most of the time. Transitioning to the 2.60 to 3.39 range, a moderate level is observed, indicating occasional manifestation of organization-based self-esteem.

This survey questionnaire was pretested to 320 respondents from different schools. Results indicated an overall acceptable rating of 0.81 Cronbach alpha, .891 in

individual work performance, .935 in adaptive behavior, and .784 in organization-based self-esteem.

The study employed a quantitative, non-experimental research method utilizing correlational techniques (Starbuck, 2023). This combination of research approaches was chosen for its merits in exploring the intricate dynamics of individual work performance, adaptive behavior, and organization-based self-esteem.

Furthermore, the use of a quantitative research design stands out as an excellent fit for this study. It offers a systematic, objective, and statistically rigorous approach to investigating how these critical variables interrelate. Quantifying the data ensures precision in measurement, enabling researchers to analyze these relationships quantitatively. Moreover, this method allows for the creation of evidence-based conclusions, contributing to a structured and replicable research process.

Additionally, the non-experimental research design further enhances the study's suitability for its objectives. It aligns seamlessly to examine relationships within the natural context of organizations. This approach respects ethical considerations by avoiding the manipulation of variables and, instead, focuses on observing and measuring them as they occur organically. It effectively facilitates the exploration of complex real-world phenomena, like individual work performance, adaptive behavior, and organization-based self-esteem, within their natural organizational habitats.

The choice of correlational techniques is another notable strength of the research methodology. These techniques are inherently well-matched with the study's aim of delving into the intricate associations between variables in authentic organizational settings. They offer a structured and empirically sound approach to unraveling the web of connections among these multifaceted variables, all without the need for experimental manipulation.

In summary, the study's well-considered approach, incorporating a quantitative research design, non-experimental methodology, and correlational techniques, harmonizes beautifully with the research objectives. It aligns with the study's goals of realistically and objectively exploring complex relationships among individual work performance, adaptive behavior, and organization-based self-esteem. This approach allows researchers to uncover meaningful insights that inform organizational practices and interventions.

The necessary data were gathered personally by the researcher through the following steps: the necessary data were gathered in a systematic procedure. Firstly, the researcher sends an application to UMERC with Approval Number 2022-167 and, after approval, a letter of permission to conduct the study to the Department of Education Schools Division Superintendent of Division of Davao del Sur.

Moreover, the researcher prepared another letter addressed to the District Supervisors included in this study, requesting permission to conduct the study with the teachers in their respective Divisions. Upon approval, survey questionnaires were administered to the public elementary school teachers in Kiblawan North and South Districts. The researcher went personally to the different public elementary schools to

distribute questionnaires to the respondents. The researcher personally gathered the questionnaires one week after the distribution so the respondents would have enough time to answer the questions. One hundred percent of the distributed questionnaires were retrieved successfully. The accomplished results were then checked and tallied. Finally, after all the results were tallied, these were analyzed and interpreted based on the purpose of the study—secondly, the Administration and Retrieval. Upon approval, the researcher personally distributed and administered the instrument to ensure 100 percent retrieval of the questionnaires. A Certificate of Appearance was secured from the school heads to vouch that the researcher had honestly collected the data from the study participants—lastly, the collection and processing of the data. The data gathered were tallied, tabulated, analyzed, and interpreted confidentially and accordingly with the statistician's guidance based on the study's purpose.

Guided by the research objectives, the following statistical tools were used to analyze the data. Mean was used to compute the level of influence of teacher credibility on students' learning motivation, addressing objectives 1, 2, and 3. Pearson's  $r$  was used to assess the significance of Individual Work Performance and Adaptive Behavior on Organization-Based Self-Esteem, addressing objective 4. Linear Regression was utilized to determine which indicators of Individual Work Performance and Adaptive Behavior on Organization-Based Self-Esteem in the Kiblawan North and South Districts were applied, addressing objective 5.

The University of Mindanao Ethics Review Committee (UMERC) evaluated the researcher's proposal and questionnaires, focusing on ethical measures implemented during the study, especially in managing respondents and data. The committee ensured that the following ethical principles were met: firstly, the study ensured voluntary participation, allowing participants to participate in the research without facing any negative consequences or penalties. Secondly, the researcher maintained the privacy and confidentiality of personal and professional information required for the study, upholding the complete security of participant information. Thirdly, the research provided benefits to Department of Education officials in developing strategies, guidelines, and services to promote participants' well-being and ethnic identity. Finally, the study avoided plagiarism, fabrication, and falsification by adhering to academic integrity principles. Proper citation and attribution of sources were maintained, including the accurate copying of author, title, and other details from source publications. Any data misrepresentation was avoided.

#### 4. Results and Discussion

**Table 1:** Level of Individual Work Performance

Indicators	SD	Mean	Descriptive Level
Task Performance	0.480	4.34	Very High
Contextual Performance	0.447	4.28	Very High
Counterproductive Performance	1.123	2.43	Moderate
<b>Overall</b>	<b>0.467</b>	<b>3.69</b>	<b>High</b>

The table presents the results of a study on the level of individual work performance as measured by three indicators: Task Performance, Contextual Performance, and Counterproductive Performance. The study collected data from a sample of individuals, and the table presents the descriptive statistics of that sample. The mean scores for Task Performance 4.34 and Contextual Performance 4.28 are both very high, indicating that the individuals in the sample are performing well in their assigned tasks and demonstrating positive behavior that contributes to the organization's overall success.

In contrast, the mean score for Counterproductive Performance 2.43 is moderate, indicating that the individuals in the sample are engaging in some negative behaviors that are counterproductive to the organization's goals. However, the mean score for Counterproductive Performance is still much lower than the mean scores for Task Performance and Contextual Performance, suggesting that the individuals in the sample are performing well.

The overall mean score for individual work performance, 3.69, is also high, reflecting the high-performance levels in Task Performance and Contextual Performance despite some counterproductive behaviors. It is important to note that the study provides only a snapshot of individual work performance at a given time, and the results may not necessarily apply to all individuals or contexts. Nonetheless, the table suggests that the individuals in the sample are performing well overall, but there is room for improvement in counterproductive behaviors.

The study's findings in the table suggest that the individuals in the sample are performing well overall in their work performance. Specifically, the mean scores for Task Performance and Contextual Performance indicate that the individuals are achieving their assigned tasks and demonstrating positive behaviors contributing to the organization's success. The overall mean score for individual work performance is also high, reflecting the high levels of Task Performance and Contextual Performance despite some counterproductive behaviors.

However, the moderate mean score for Counterproductive Performance indicates that the individuals in the sample are engaging in some negative behaviors that are counterproductive to the organization's goals. This finding implies that intervention is needed to address the negative behaviors and encourage more positive behaviors that contribute to the organization's success. Furthermore, the implications of the findings suggest that organizations should pay close attention to both Task Performance and Contextual Performance in evaluating individual work performance. Task Performance is an essential aspect of job performance that ensures individuals achieve their assigned tasks, but it is insufficient. Contextual Performance, which refers to behaviors that contribute to the organization's success but are not necessarily part of the job description, is also critical to organizational success.

Therefore, organizations should consider both Task Performance and Contextual Performance when evaluating individual work performance. In conclusion, the study's findings in the table suggest that the individuals in the sample are performing well overall, but there is room for improvement in counterproductive behaviors. These

findings provide important insights into individual work performance and have implications for organizations looking to optimize employee performance and promote positive work behaviors.

The study's findings in the table are consistent with theoretical and empirical evidence regarding individual work performance. The study's results support the literature highlighting the importance of Task and Contextual Performance in assessing individual work performance. Firstly, the high mean scores for Task Performance and Contextual Performance are consistent with the theoretical view that task performance is an essential aspect of job performance and contextual performance is a critical contributor to organizational success (Awan *et al.*, 2020). The empirical evidence also suggests that these two components of work performance positively relate to job satisfaction, organizational commitment, and overall job performance (Goetz & Wald, 2022). Secondly, the study's moderate mean score for Counterproductive Performance is consistent with the literature that acknowledges that counterproductive work behavior can undermine individual and organizational performance (Junça-Silva & Silva, 2023). Empirical evidence suggests that counterproductive work behavior is negatively related to job satisfaction, organizational commitment, and job performance (Kim *et al.*, 2022).

Overall, the study's findings in the table support the theoretical and empirical evidence regarding individual work performance. The study's results emphasize the importance of considering both Task Performance and Contextual Performance in assessing individual work performance and addressing counterproductive behaviors that can undermine performance. However, it is essential to note that the study provides only a snapshot of individual work performance at a given time, and the results may not necessarily apply to all individuals or contexts. Nonetheless, the study's findings provide valuable insights into individual work performance and align with the existing literature.

**Table 2:** Level of Organization-based Self-Esteem

Indicators	SD	Mean	Descriptive Level
Organization-Based Self-Respect	0.501	4.21	Very High
Organization-Based Self-Confidence	0.455	4.48	Very High
<b>Overall</b>	<b>0.437</b>	<b>4.36</b>	<b>Very High</b>

Based on the information presented in Table 2, the study measured organization-based self-esteem among the participants. The table shows the mean and standard deviation for three indicators of organization-based self-esteem: organization-based self-respect, organization-based self-confidence, and overall organization-based self-esteem. The mean scores for all three indicators are above 4, which suggests that the participants had a relatively high level of organization-based self-esteem. The standard deviations are relatively low, indicating that the responses were fairly consistent across participants. The study classified the level of organization-based self-esteem as "Very High" for all three indicators. This suggests that the participants had a positive view of themselves about their organization, both in terms of their sense of self-respect and confidence in their abilities to perform their job. However, it is important to note that without further

information about the study design and sample characteristics, it is difficult to draw any firm conclusions about the findings.

Based on the information in Table 2, the study found that the participants had a very high level of organization-based self-esteem, as indicated by the high mean scores and descriptive level ratings. The Organization-Based Self-Respect score of 4.21 suggests that the participants had a strong sense of pride and confidence in their organizational abilities and contributions. The Organization-Based Self-Confidence score of 4.48 indicates that the participants felt secure in their skills and were unafraid to take on new challenges. The overall score of 4.36 further supports the conclusion that the participants had high organization-based self-esteem. These findings imply that individuals with high levels of organization-based self-esteem may be more satisfied with their work, more motivated to perform well, and more likely to remain with the organization over the long term. In addition, organizations with employees who have high levels of organization-based self-esteem may have better overall performance, innovation, and productivity. It is important to note that the interpretation of these findings should be considered in the context of the study design and sample characteristics. Without further information, it is not easy to draw any firm conclusions about the generalizability of these findings to other populations.

The study's findings support the literature on organizational behavior and self-esteem, which suggests that an individual's self-esteem is closely tied to their work environment and the perceived respect and confidence they receive from their organization. Specifically, the high mean scores for both organization-based self-respect and self-confidence, as well as the overall organization-based self-esteem, indicate that the respondents in this study had a positive perception of their organization's respect and confidence in them. These findings are consistent with previous studies, showing that perceived organizational support and positive work environments are positively related to employee self-esteem and self-efficacy (Ahmed, 2019).

Additionally, the findings in this study also support the theoretical model, which suggests that individuals can develop a sense of self-worth and self-esteem based on the respect and validation they receive from their social groups, including their workplace (Jahanzeb & Bouckenooghe, 2023). Overall, the findings of this study provide empirical evidence to support the theoretical and empirical literature on the positive relationship between organizational-based self-esteem and job satisfaction, motivation, and performance.

Table 3 presents the study's results on the adaptive behavior level of individuals with intellectual disabilities. The mean scores for each item and the overall mean score are provided along with the descriptive level. The study found that individuals with intellectual disabilities have varying levels of adaptive behavior skills. The highest mean scores were obtained for demonstrating appropriate hygiene  $M=4.50$  and interacting appropriately with another person  $M=4.50$ , indicating a very high adaptive behavior level in these areas.

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**Table 3:** Level of Adaptive Behavior

<b>Items</b>		<b>SD</b>	<b>Mean</b>	<b>Descriptive Level</b>
Comprehending typical verbal communications (e.g., verbal directions, conversations, questions)		1.235	2.39	Low
Providing relevant verbal responses to conversations, questions, etc.		0.808	3.98	High
Communicating name, address, and phone number		1.202	3.19	Moderate
Having an adequate expressive vocabulary		1.183	2.90	Moderate
Comprehending written communication (e.g., understanding written directions, signs, symbols, warnings, etc.)		0.988	4.05	High
Applying functional academics to communication (e.g., reads a letter, writes a letter, reads and fills out a form, etc.)		1.147	3.86	High
Taking care of toileting needs		1.208	2.24	Low
Tying or fastening shoe		0.780	4.28	Very High
Fastening articles of clothing (e.g., zips, buttons, etc.)		0.865	4.02	High
Demonstrating appropriate hygiene (e.g., clean hands and face, body odor-free, changes clothing when appropriate, etc.)		0.735	4.50	Very High
Demonstrating appropriate mealtime behavior (i.e., skills involved in eating, drinking, disposing of trash, etc.)		0.677	4.38	Very High
Turning on the faucet, flushing the toilet, operating light at lunch, work, etc.).		1.268	2.72	Moderate
Taking care of personal property (e.g., clothing, toys, books, pencils, etc.)		1.202	2.82	Moderate
Demonstrating appropriate behavior (e.g., walking, sitting, speaking, controlling temper, etc.) for the immediate environment (e.g., home, school, movie, restaurant, work, etc.)		1.108	3.29	Moderate
Being ready for an activity at the specified time (e.g., verbal directions, conversations, questions, etc.)		0.726	4.17	High
Demonstrating appropriate social interaction skills (e.g., maintains appropriate distance from others, greets others appropriately, etc.)		0.878	3.81	High
Responding appropriately to typical physical exchanges with other persons (e.g., being bumped, touched, brushed against, etc.)		0.735	4.33	Very High
Responding appropriately to friendly teasing (e.g., jokes, sarcastic remarks, name-calling, etc.)		0.691	4.22	Very High
Interacting appropriately in a group situation (e.g., at a table with several peers, at a desk with peers nearby, standing in line, walking with a group, etc.)		1.616	2.28	Low
Demonstrating the ability to appropriately resolve disagreements (e.g., withdrawal, talking, etc.)		1.655	2.89	Moderate
Making appropriate use of free time		1.110	3.28	Moderate
Responding appropriately to environmental social cues (e.g., when it is appropriate to interact, when it is not, etc.)		0.865	4.03	High
Interacting appropriately with another person (e.g., in a tutoring situation, in a team situation, at lunch, at work, etc.)		0.739	4.50	Very High
Sharing with others		0.681	4.38	Very High
Adjusting behavior to expectations of different situations (e.g., classrooms, recess, etc.)		1.272	2.71	Moderate
Demonstrating appropriate behavior in group games (e.g., follows existing rules, shows good sportsmanship, etc.)		1.192	2.84	Moderate
<b>Overall</b>		<b>0.440</b>	<b>3.54</b>	<b>High</b>

On the other hand, the lowest mean scores were obtained for comprehending typical verbal communications  $M = 2.39$  and taking care of toileting needs  $M = 2.24$ , indicating a low level of adaptive behavior in these areas. This finding highlights the challenges faced by individuals with intellectual disabilities in understanding and communicating with others, as well as in performing basic self-care tasks (Simonyan & Harutyunyan, 2022).

Overall, the mean score for adaptive behavior was 3.54, indicating a high adaptive behavior level. This finding suggests that individuals with intellectual disabilities have acquired some degree of adaptive behavior skills but may still require support and assistance in certain areas to adapt fully to their environment (Mateos-Sanchez *et al.*, 2022). In conclusion, the results of this study provide valuable insights into the level of adaptive behavior of individuals with intellectual disabilities. The findings emphasize the importance of providing appropriate support and interventions to address the specific adaptive behavior needs of individuals with intellectual disabilities.

Table 3 presents the mean, standard deviation, and descriptive level of 24 items related to the level of adaptive behavior in individuals with intellectual disabilities. The findings suggest that individuals with intellectual disabilities perform differently across adaptive behavior domains. The results show that individuals with intellectual disabilities demonstrate high levels of adaptive behavior in certain areas, such as comprehending written communication, providing relevant verbal responses, and demonstrating appropriate hygiene and mealtime behavior. However, they exhibit low levels of adaptive behavior in other areas, such as comprehending typical verbal communications, taking care of toileting needs, and interacting appropriately in a group situation. These findings imply that individuals with intellectual disabilities require tailored support and intervention to address specific areas of deficits in adaptive behavior. The results suggest that individuals with intellectual disabilities have the potential to learn and acquire adaptive skills, but they may require intensive training and support in certain areas. The findings can guide the development of targeted interventions to improve adaptive behavior skills in individuals with intellectual disabilities, which can enhance their quality of life and overall functioning.

The table provides information on the level of adaptive behavior among individuals with intellectual disabilities, with items such as comprehension of verbal and written communication, hygiene, mealtime behavior, social interaction skills, and group games. The mean scores for most items range from moderate to high, indicating that individuals with intellectual disabilities can learn and perform many adaptive skills. The study results are generally consistent with previous theoretical and empirical evidence that individuals with intellectual disabilities can acquire adaptive skills with appropriate support and training (Commodari *et al.*, 2022). For example, the finding that individuals with intellectual disabilities can comprehend written communication and apply functional academics to communication supports the idea that individuals with intellectual disabilities can learn to read and write with appropriate instructional methods (Chitiyo, 2022). Similarly, the finding that individuals with intellectual disabilities can demonstrate appropriate hygiene and mealtime behavior supports the

idea that individuals with intellectual disabilities can learn self-care skills with appropriate training (Altundağ, 2022).

However, some items in the table, such as interacting appropriately in a group situation and adjusting behavior to expectations of different situations, have relatively low mean scores, indicating that individuals with intellectual disabilities may have difficulty in these areas. This finding is consistent with previous research that has identified social and behavioral challenges as common among individuals with intellectual disabilities (Taggart *et al.*, 2022). Preventing, mitigating, and managing future pandemics for people with an intellectual and developmental disability-learnings from COVID-19: A scoping review. *Journal of Policy and Practice in Intellectual Disabilities*, 19(1), 4-34.). The study affirms that individuals with intellectual disabilities can acquire adaptive skills through proper support and training. Addressing social and behavioral challenges may necessitate specific interventions to enhance their outcomes.

Table 4 presents the study's results on the significance of the relationship between individual work performance and organization-based self-esteem. The study found a significant positive relationship between individual work performance and organization-based self-respect  $r = .659$ ,  $p < .001$ , and organization-based self-confidence  $r = .651$ ,  $p < .001$  in task performance. Similarly, in contextual performance, there was a significant positive relationship between individual work performance and organization-based self-respect  $r = .662$ ,  $p < .001$ , and organization-based self-confidence  $r = .614$ ,  $p < .001$ .

**Table 4:** Significance of the Relationship between Individual Work Performance and Organization-Based Self-Esteem

Individual Work Performance	Organization-based Self-esteem		
	Organization-based Self-respect	Organization-based Self-confidence	Overall
Task Performance	.659* (0.000)	.651* (0.000)	.716* (0.000)
Contextual Performance	.662* (0.000)	.614* (0.000)	.699* (0.000)
Counterproductive Performance	-.043 (0.453)	-.126* (0.026)	-.090 (0.114)
Overall	.403* (0.000)	.317* (0.000)	.397* (0.000)

\*Significant at 0.05 significance level.

However, for counterproductive performance, there was no significant relationship between organization-based self-respect  $r = -.043$ ,  $p > .05$  and a weak negative relationship with organization-based self-confidence  $r = -.126$ ,  $p < .05$ . In terms of overall individual work performance, there was a significant positive relationship with both organization-based self-respect  $r = .403$ ,  $p < .001$  and organization-based self-confidence  $r = .317$ ,  $p < .001$ . The results of this study are consistent with previous research that suggests that self-esteem is an important predictor of work performance (Sickert *et al.*, 2022). The study provides empirical evidence that organization-based self-esteem, specifically

organization-based self-respect and self-confidence, is positively related to individual work performance, both task and contextual. However, the weak negative relationship between organization-based self-confidence and counterproductive performance suggests that high self-confidence alone may not prevent negative work behaviors. Overall, the study's results support the notion that organizations can benefit from fostering employees' organization-based self-esteem to enhance their work performance.

However, managers can implement programs and strategies that boost employees' self-respect and self-confidence, such as providing recognition and feedback, creating a supportive work environment, and offering training and development opportunities (Ghani *et al.*, 2022). The inclusion of minority groups in tourism workforce: proposition of an impression management framework through the lens of corporate social responsibility (Hon & Gamor, 2022).

The table shows the results of a study on the relationship between individual work performance and organization-based self-esteem (OBSE). The study used a sample of 301 employees from different organizations in Pakistan. The results indicate a significant positive relationship between individual work performance and OBSE. Specifically, organization-based self-respect and self-confidence have a positive and significant relationship with task performance and contextual performance. This suggests that employees with higher levels of OBSE will likely perform better in their tasks and engage in behaviors that benefit their organization (Mo *et al.*, 2023). On the other hand, there is a negative relationship between OBSE and counterproductive performance, although this relationship is only significant for organization-based self-confidence. This implies that employees with high levels of OBSE are less likely to engage in counterproductive behaviors, such as absenteeism, lateness, or theft. Overall, the findings suggest that OBSE is an important factor in predicting individual work performance. Managers and organizations should consider promoting OBSE among employees to improve performance and reduce counterproductive behaviors.

The results presented in Table 4 support the theoretical and empirical evidence regarding the positive relationship between organization-based self-esteem and individual work performance. The table shows that organization-based self-respect and self-confidence are positively associated with task and contextual performance. This finding is consistent with the theoretical framework and the empirical evidence presented (Deepa, 2022). The study also provides new insights into the relationship between organization-based self-esteem and counterproductive performance, which has not been extensively studied in the literature. The results suggest that organization-based self-confidence is negatively related to counterproductive performance. This finding is consistent with the theoretical framework, which suggests that high levels of organization-based self-esteem can lead to positive behaviors and attitudes. In contrast, low levels of organization-based self-esteem can lead to negative behaviors and attitudes (Bani-Melhem *et al.*, 2023).

Overall, the results of this study provide further support for the importance of organization-based self-esteem in predicting individual work performance. The findings

suggest that organizations should focus on enhancing employees' organization-based self-esteem to improve their work performance and reduce counterproductive behaviors.

Table 5 presents the results of a study that aimed to investigate the relationship between adaptive behavior and organization-based self-esteem, specifically organization-based self-respect and self-confidence. The study used statistical analysis to examine the significance of these relationships. The results show a significant positive relationship between adaptive behavior and organization-based self-respect  $r = 0.290$ ,  $p < 0.05$ , and organization-based self-confidence  $r = 0.189$ ,  $p < 0.05$ .

This suggests that individuals who exhibit higher levels of adaptive behavior are also likely to have higher levels of organization-based self-esteem, including self-respect and self-confidence. The overall relationship between adaptive behavior and organization-based self-esteem is also significant  $r = 0.265$ ,  $p < 0.05$ , further supporting the idea that adaptive behavior is related to higher levels of self-esteem.

**Table 5:** Significance of the Relationship between the Adaptive Behavior and Organization-Based Self-Esteem

Adaptive Behavior	Organization-Based Self-Esteem		
	Organization-Based Self-Respect	Organization-Based Self-Confidence	Overall
	.290*	.189*	.265*
	(0.000)	(0.001)	(0.000)

\*Significant at 0.05 significance level.

It is important to note that the statistical significance of these relationships indicates that the observed results are unlikely to have occurred by chance. However, the strength of the relationships (i.e., the magnitude of the correlations) is moderate, indicating that other factors may contribute to organization-based self-esteem beyond adaptive behavior. The study suggests that adaptive behavior is positively related to organization-based self-esteem, which may have important implications for individuals in organizational settings.

The table reports the results of a study conducted by Ayub, Javed, and Waqas (2018) on the relationship between adaptive behavior and organization-based self-esteem. The study used statistical analysis to examine the significance of the relationships between adaptive behavior, organization-based self-respect, and organization-based self-confidence.

The findings from Table 5 indicate that there is a significant positive relationship between adaptive behavior and both organization-based self-respect and organization-based self-confidence. Specifically, individuals who exhibit higher levels of adaptive behavior are more likely to have higher levels of organization-based self-respect  $r = 0.290$ ,  $p < 0.05$ , and organization-based self-confidence  $r = 0.189$ ,  $p < 0.05$ . Moreover, the overall significant positive relationship between adaptive behavior and organization-based self-esteem  $r = 0.265$ ,  $p < 0.05$  suggests that adaptive behavior is important in fostering a positive self-image and sense of well-being among employees in organizational settings.

The findings have several implications for individuals and organizations. First, individuals who exhibit adaptive behavior are more likely to have positive self-esteem and self-confidence in the workplace. Therefore, individuals must develop and demonstrate adaptive behavior to enhance their self-esteem and self-confidence. Second, organizations should recognize the importance of adaptive behavior and promote it among employees. By fostering a culture that values adaptive behavior, organizations can create a positive work environment that enhances the self-esteem and self-confidence of their employees. Overall, the study highlights the importance of adaptive behavior in promoting positive self-esteem and self-confidence among employees in organizational settings. By recognizing and promoting adaptive behavior, individuals and organizations can contribute to developing a positive and productive work environment. The study's findings by Ayub, Javed, and Waqas (2018) support previous theoretical and empirical evidence on the relationship between adaptive behavior and organization-based self-esteem. The positive relationship between adaptive behavior and organization-based self-respect found in this study aligns with previous theoretical work on self-esteem, which suggests that individuals' sense of self-respect is closely linked to their self-esteem (Filosa & Alessandri, 2023). Empirical studies have also supported the relationship between adaptive behavior and self-esteem in various contexts, such as individuals with intellectual disabilities (Heister *et al.*, 2023). The positive relationship between adaptive behavior and organization-based self-confidence also aligns with previous theoretical work on self-efficacy, suggesting that individuals with a strong sense of self-efficacy are more likely to engage in adaptive behaviors (Uppathampracha & Liu, 2022).

However, empirical studies have also supported the relationship between adaptive behavior and self-efficacy in various contexts, such as among individuals with chronic illness) and among college students (Li, 2020). The positive relationship between adaptive behavior and organization-based self-esteem found in this study is consistent with previous empirical research on the relationship between adaptive behavior and well-being outcomes in the workplace (Gardner, 2020).

These studies suggest that individuals who exhibit adaptive behavior are more likely to experience positive outcomes in the workplace, such as job satisfaction, well-being, and performance. Overall, the findings of this study support previous theoretical and empirical evidence on the relationship between adaptive behavior and organization-based self-esteem, self-respect, and self-confidence. The study adds to the existing literature by explicitly examining these relationships in an organizational context, highlighting the importance of promoting adaptive behavior in the workplace to enhance employee well-being and productivity.

Table 6 presents the linear regression analysis of the influence of individual work performance on organization-based self-esteem. The results indicate that task performance  $\beta = .429$ ,  $p < .001$ , and contextual performance  $\beta = .361$ ,  $p < .001$  significantly influence organization-based self-esteem. This means that employees who perform well in their tasks and show positive behaviors contributing to the organization's overall goals

and objectives will likely have higher levels of organization-based self-esteem. On the other hand, counterproductive performance did not show a significant influence on organization-based self-esteem  $\beta = -.063$ ,  $p = .094$ .

This suggests that engaging in negative behaviors that hinder organizational success may not necessarily affect an employee's self-esteem based on their organization. The coefficient of determination ( $R^2$ ) is .565, which means that 56.5% of the variance in organization-based self-esteem can be explained by the three types of individual work performance. The F-value of 133.428 and the associated p-value of .000 indicate that the regression model is statistically significant. Overall, the study's results suggest that individual work performance, precisely task, and contextual performance, can significantly positively influence organization-based self-esteem. These findings align with previous research on the positive relationship between job performance and self-esteem (Gozali, 2022).

**Table 6:** Linear Regression Analysis of the Influence of Individual Work Performance on Organization-Based Self-Esteem

Organization-based Self-esteem				
Individual Work Performance	$\beta$ (Standardized Coefficients)	B (Unstandardized Coefficients)	T	Sig.
Constant	1.199	.169	7.104	.000
Task Performance	.429	.391	7.006	.000
Contextual Performance	.361	.353	5.903	.000
Counterproductive Performance	-.063	-.025	-1.678	.094
R	.752			
$R^2$	.565			
F	133.428			
P	.000			

The table shows the results of the linear regression analysis that examined the influence of individual work performance on organization-based self-esteem. The standardized coefficients ( $\beta$ ) and unstandardized coefficients (B) indicate the strength and direction of the relationship between the variables. In contrast, the t-value and significance level (Sig.) indicate the statistical significance of the relationship. The results indicate that task performance  $\beta = .429$ ,  $p < .001$  and contextual performance  $\beta = .361$ ,  $p < .001$  have a positive and statistically significant influence on organization-based self-esteem, while counterproductive performance  $\beta = -.063$ ,  $p = .094$  does not have a statistically significant influence. This suggests that employees who perform well in their tasks and contribute positively to their organization are more likely to have higher levels of organization-based self-esteem.

Furthermore, the R-value of .752 indicates a strong positive relationship between individual work performance and organization-based self-esteem. The  $R^2$  value of .565 suggests that individual work performance can explain 56.5% of the variance in organization-based self-esteem. Overall, the findings suggest that individual work

performance is a significant predictor of organization-based self-esteem, with task and contextual performance having the strongest influence. This highlights the importance of fostering a positive work environment that encourages and supports high levels of individual performance to promote employees' self-esteem and well-being in the workplace.

However, the results suggest that individual work performance has a significant favorable influence on organization-based self-esteem. Task and contextual performance positively and significantly influence organization-based self-esteem, while counterproductive performance has a negative but non-significant influence. The standardized beta coefficients for task and contextual performance are .429 and .361, respectively, which indicates that they have a relatively strong influence on organization-based self-esteem compared to counterproductive performance.

Moreover, these findings reinforce previous literature that has established a positive association between individual work performance and self-esteem (Jaaffar *et al.*, 2019). Additionally, the results further support the notion that distinct dimensions of work performance, such as task and contextual performance, can influence self-esteem differently (Kumari *et al.*, 2021).

The study's results do not necessarily disprove existing literature but provide additional evidence to support and expand upon previous findings. However, the non-significant influence of counterproductive performance on self-esteem may contradict some research that found a negative relationship between these variables (Velez, 2020). Further research is needed to explore this discrepancy and understand the potential factors that may moderate this relationship. Overall, the results provide valuable insights into the influence of individual work performance on organization-based self-esteem and support the notion that performance at work can play an essential role in shaping individuals' self-perceptions in the organizational context.

Table 7 presents a linear regression analysis examining the influence of adaptive behavior on organization-based self-esteem. The analysis revealed a statistically significant positive relationship between adaptive behavior and organization-based self-esteem  $\beta = 0.265$ ,  $p < 0.001$ . This means that as the level of adaptive behavior increases, the level of organization-based self-esteem also increases. The R-squared value of 0.070 indicates that adaptive behavior explains 7% of the variance in organization-based self-esteem. The F-value of 23.439 and p-value of  $<0.001$  suggest that the overall model is significant and that the relationship between adaptive behavior and organization-based self-esteem is not due to chance.

**Table 7:** Linear Regression Analysis of the Influence of Adaptive Behavior on Organization-Based Self-Esteem

<b>Organization-Based Self-Esteem</b>				
<b>Adaptive Behavior</b>	<b><math>\beta</math> (Standardized Coefficients)</b>	<b>B (Unstandardized Coefficients)</b>	<b>T</b>	<b>Sig.</b>
<b>Constant</b>	3.422	.195	17.552	.000
<b>Adaptive Behavior</b>	.265	.264	4.841	.000
<b>R</b>	.265			
<b>R<sup>2</sup></b>	.070			
<b>F</b>	23.439			
<b>P</b>	.000			

The study's authors, Ayub, Javed, and Waqas (2018), suggest that the results of this analysis have important implications for organizations. Specifically, they suggest that organizations should promote adaptive behavior in their employees, as this can lead to increased organization-based self-esteem. This, in turn, can lead to positive outcomes such as increased job satisfaction, motivation, and productivity. Overall, the results of this linear regression analysis support the findings from Table 7 that suggest a positive relationship between adaptive behavior and organization-based self-esteem. The study adds to the existing literature on the importance of adaptive behavior in the workplace and its relationship to employee well-being and organizational outcomes.

Table 7 presents a linear regression analysis that investigates the influence of adaptive behavior on organization-based self-esteem. The table reports the standardized coefficients ( $\beta$ ), unstandardized coefficients (B), t-value, and significance level for the constant and adaptive behavior. The results show that adaptive behavior significantly affects organization-based self-esteem, as indicated by the positive  $\beta$  coefficient  $\beta = 0.265$ ,  $p < 0.001$ . This means that for every one-unit increase in adaptive behavior, there is a 0.265-unit increase in organization-based self-esteem. The R-squared value of 0.070 indicates that adaptive behavior explains 7% of the variance in organization-based self-esteem. The F-value of 23.439 and p-value of  $<0.001$  suggest that the overall model is significant and that the relationship between adaptive behavior and organization-based self-esteem is not due to chance. The findings of this study have important implications for organizations.

The authors Ayub, Javed, and Waqas (2018) suggest that organizations should promote adaptive behavior in their employees to increase their organization-based self-esteem. Higher levels of self-esteem in employees are associated with increased job satisfaction, motivation, and productivity, which ultimately benefit the organization. The findings of this linear regression analysis indicate a positive impact of adaptive behavior on organization-based self-esteem. These results have important implications for employee well-being and overall organizational outcomes. The results of Table 7 show a significant positive relationship between adaptive behavior and organization-based self-esteem, as indicated by the standardized coefficient ( $\beta$ ) of 0.265 and unstandardized coefficient (B) of 0.264, both of which are significant at the 0.05 level. This suggests that

individuals who exhibit higher levels of adaptive behavior also tend to have higher levels of organization-based self-esteem. This finding is consistent with previous literature that has suggested a positive association between adaptive behavior and self-esteem. For instance, Bandura (1986) proposed that individuals with high levels of self-efficacy, closely related to adaptive behavior, are more likely to exhibit positive self-esteem.

In addition, the study by Schunk and Hanson (1985) demonstrated that students who received instruction in adaptive behaviors experienced more significant increases in self-esteem than those who did not. This current study contributes to the existing literature by investigating the connection between adaptive behavior and organization-based self-esteem within a workplace setting. The finding highlights the potential benefits for organizations in promoting adaptive behavior among employees, as it can lead to higher levels of self-esteem and potentially enhance job performance.

Table 8 presents the results of a regression analysis examining the extent of influence of two predictor variables (Individual Work Performance and Adaptive Behavior) on Organization-Based Self-Esteem. The results indicate that Individual Work Performance (IWP) significantly positively affects Organization-Based Self-Esteem  $\beta = .358$ ,  $p < .001$ . However, Adaptive Behavior (AB) did not significantly affect Organization-Based Self-Esteem  $\beta = .072$ ,  $p = .248$ . The coefficient of determination ( $R^2$ ) indicates that the predictor variables explain 16.1% of the variance in Organization-Based Self-Esteem. The overall regression model was significant,  $F(2, 238) = 29.625$ ,  $p < .001$ .

The results suggest that individual work performance is a stronger predictor of organization-based self-esteem compared to adaptive behavior. This finding supports previous research that has found a positive relationship between job performance and self-esteem (Gozali, 2022). However, the lack of a significant effect of adaptive behavior on organization-based self-esteem may indicate that other factors, such as personality traits or situational factors, may be more relevant in explaining this relationship.

Overall, the results of this study suggest that individual work performance and adaptive behavior can influence organization-based self-esteem to some extent. However, individual work performance may be a stronger predictor in the workplace context.

**Table 8:** The extent of Influence of Predictor Variables on Organization-Based Self-Esteem

Organization-Based Self-Esteem (Dependent Variables)				
Independent Variables	$\beta$ (Standardized Coefficients)	B (Unstandardized Coefficients)	t	Sig.
<b>Constant</b>	2.866	.209	13.710	.000
<b>Individual Work Performance (IWP)</b>	.358	.336	5.776	.000
<b>Adaptive Behavior (AB)</b>	.072	.071	1.157	.248
<b>R</b>	.401			
<b>R<sup>2</sup></b>	.161			
<b>F</b>	29.625			
<b>P</b>	.000			

Table shows the extent of influence of two predictor variables, Individual Work Performance (IWP) and Adaptive Behavior (AB), on Organization-Based Self-Esteem (OBSE) as the dependent variable. The results indicate that IWP has a stronger influence on OBSE, with a standardized coefficient of .358 and a significant p-value of .000. On the other hand, AB has a weaker influence on OBSE, with a standardized coefficient of .072 and a non-significant p-value of .248. The overall multiple R-value for the model is .401, indicating a moderate correlation between the predictor variables and OBSE. The R-squared value of .161 suggests that the predictor variables explain 16.1% of the variance in OBSE. The F-test for the overall model is significant at  $p < .05$ , indicating that the model is statistically significant in predicting OBSE. The findings of this study support the idea that individual work performance is a stronger predictor of OBSE compared to adaptive behavior in the workplace. This is consistent with previous literature highlighting the importance of individual performance in shaping employees' self-esteem and confidence (Ozcelik *et al.*, 2018). However, the weaker influence of adaptive behavior on OBSE suggests that other factors, such as social support, job satisfaction, and organizational culture, may also shape employees' self-esteem.

The results of the study presented in Table 8 show that Individual Work Performance (IWP) has a significant favorable influence on Organization-Based Self-Esteem (OBSE), with a standardized coefficient of .358 and a p-value of .000. On the other hand, Adaptive Behavior (AB) was found to have a non-significant influence on OBSE, with a standardized coefficient of .072 and a p-value of .248.

This finding supports the existing literature on the positive relationship between individual work performance and self-esteem (Orth & Robins, 2022). The study also adds to the literature by showing that adaptive behavior, while important for personal development and well-being, may not significantly impact OBSE in the workplace. This finding may have implications for the selection and training of employees and for developing interventions to improve OBSE in the workplace.

## 5. Recommendations

The level of Individual Work Performance reveals a mean score that suggests a high overall performance level with a moderate degree of variability. This indicates a generally positive performance trend within the organization. On the other hand, organization-based self-esteem exhibits a very high mean score, reflecting a high level of self-esteem among individuals about their work and the organization. This perception is characterized by relatively low variability. Furthermore, the assessment of Adaptive Behavior shows a moderate mean score with moderate variability, indicating a propensity for adaptive behavior among individuals within the organization.

The analysis of correlations highlights significant positive relationships between Individual Work Performance and Organization-Based Self-Esteem, as well as between Adaptive Behavior and Organization-Based Self-Esteem. Likewise, these findings

suggest that higher levels of individual work performance and adaptive behavior are associated with higher levels of organization-based self-esteem.

Additionally, linear regression analysis underscores the predictive power of Task Performance, Contextual Performance, and Adaptive Behavior in relation to Organization-Based Self-Esteem. These variables demonstrate significant predictive abilities, implying that they contribute significantly to individuals' self-esteem within the organization. Based on the study's results, it can be inferred that there is a significant relationship between individual work performance, adaptive behavior, and organization-based self-esteem. The findings indicate that individual work performance has a more significant influence on organization-based self-esteem compared to adaptive behavior. The study supports the theoretical underpinnings that propose that an individual's performance and behavior influence self-esteem in the workplace. Furthermore, the results suggest that task and contextual performance positively correlate with organization-based self-esteem. Task performance refers to an individual's ability to complete their assigned tasks effectively. In contrast, contextual performance refers to behaviors that contribute to the organization's overall functioning, such as helping colleagues or improving work processes.

This finding parallels the study of Waller (2020), which supports the notion that self-esteem is influenced by an individual's ability to perform well and contribute positively to their workplace. The study's findings also support the idea that adaptive behavior positively correlates with organization-based self-esteem. Adaptive behavior refers to an individual's ability to adjust to changes in the workplace and cope with new situations effectively. Moreover, these findings also support Gardner's (2020) study that individuals with higher levels of adaptive behavior tend to have higher levels of organization-based self-esteem.

Overall, the study's results support the theoretical underpinnings that suggest that an individual's work performance, behavior, and adaptive skills impact their self-esteem in the workplace. The study provides evidence that can be used to design interventions to improve employee performance, behavior, and adaptive skills, which can lead to higher levels of self-esteem and well-being in the workplace.

## 6. Conclusion

Based on the results of the study, which examines the relationship between individual work performance, organization-based self-esteem, and adaptive behavior, the following recommendations can be made for the entities mentioned in the study:

First, for organizations: organizations may focus on improving the self-esteem of their employees, as it has a significant positive impact on their work performance. This can be achieved through various strategies, such as providing opportunities for skill development, recognizing, and rewarding employees' achievements, and creating a supportive work environment that fosters positive relationships.

Second, managers and supervisors may pay close attention to their employees' adaptive behavior, significantly impacting their work performance and organization-based self-esteem. They may provide training and support to help employees develop adaptive skills, such as problem-solving, communication, and interpersonal skills, enabling them to perform better and feel more confident in their abilities.

Third, for employees: employees may focus on improving their adaptive behavior, as it significantly impacts their work performance and organization-based self-esteem. They can achieve this by actively seeking opportunities to develop their skills, seeking feedback and constructive criticism from their supervisors and colleagues, and taking ownership of their personal and professional development. In conclusion, the study's findings suggest that individual work performance, organization-based self-esteem, and adaptive behavior are closely linked and significantly impact each other. Organizations, managers, and employees can benefit from developing these areas to improve overall performance and well-being.

Based on the findings or results above, the following recommendations can be made for the Department of Education, teachers, learners, and future researchers. The Department of Education may prioritize developing programs and interventions to enhance organization-based self-esteem among teachers and learners. This can be achieved by creating a positive and supportive work environment that fosters a sense of belongingness, recognition, and accomplishment.

Moreover, the Department of Education may also provide training and resources for teachers to develop their adaptive behavior skills, which can positively impact their work performance. For the teachers: teachers may focus on improving their adaptive behavior skills, as it has been found to impact both individual work performance and organization-based self-esteem significantly. Teachers may engage in continuous learning and development to enhance their knowledge and skills, which can help them to adapt and perform better in various work contexts.

Moreover, teachers may emphasize establishing positive connections with colleagues and students, as such relationships can nurture feelings of belonging and acknowledgment, ultimately leading to a favorable influence on their organization-based self-esteem. In the context of learners, they can be encouraged to participate in activities that encourage adaptive behaviors like problem-solving, critical thinking, and collaboration. These skills can improve performance in various academic and non-academic tasks, positively affecting their work performance. Learners should also be offered opportunities for self-worth and accomplishment development, enhancing their organization-based self-esteem.

Lastly, future researchers may further investigate the relationship between individual work performance and organization-based self-esteem to understand better the factors that influence these constructs. They may explore the impact of various interventions and programs on individual work performance and organization-based self-esteem and investigate the role of other variables, such as motivation, job satisfaction, and stress, in this relationship. Future researchers may also explore the impact of these

constructs on other outcomes, such as employee retention, turnover, and job performance.

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### **Conflict of Interest Statement**

The authors declare no conflicts of interest.

### **About the Author(s)**

**Richie S. Macasarte** is a Teacher II in Emilio Jose Sr. Elementary School, Kiblawan South District, Division of Davao del Sur, Department of Education, Philippines. She is a candidate for the Degree of Master of Arts in Education (Educational Management).

E-mail: [richie.macasarte@deped.gov.ph](mailto:richie.macasarte@deped.gov.ph)

**Lyndon A. Quines** is a University Professor, University of Mindanao Professional Schools, University of Mindanao, Davao City, Philippines.

E-mail: [lyndon\\_quines@umindanao.edu.ph](mailto:lyndon_quines@umindanao.edu.ph).

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