

**SENIOR HIGH SCHOOL TEACHERS' PROFESSIONAL AND  
ORGANIZATIONAL COMMITMENT AND  
THEIR JOB SATISFACTION**

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**ABSTRACT**

*This study was conducted to assess the organizational and professional commitment of secondary school teachers in Northern Philippines regarding their job satisfaction. The study utilized a descriptive correlational method of research with 120 Secondary school teachers as the participants. The results of the study revealed that secondary school teachers have a high level of professional and organizational commitment. At the same time, they also have a high level of satisfaction with their job. In addition, their high level of organizational commitment and professional commitment lead to their high level of satisfaction towards their work.*

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**Keywords:** *job satisfaction, Northern Philippines, organizational commitment, professional commitment, senior high school teachers*

## INTRODUCTION

The quality of education lies in the quality of teachers. That is why educational leaders and school administrators see to it that their teachers should possess the required competencies and skills needed in the teaching profession. Being considered as the noblest profession, the teaching profession entails several preparations and professional development programs as it is critical in providing quality education to the learners. Literature suggests how critical the role of teachers is in all aspects, specifically to the learners, community, and the whole nation (Callaghan & Matt, 2012; Weinstock et al., 2008; Leu, 2005). Teachers are considered nation builders because the strength of every profession in every country emanates from the knowledge and skills that teachers help to instill in the children and students (Goode, 2007). More importantly, the quality of a school system rests on the quality of its teachers (Adegbesan, 2011).

It is then important that school administrators must ensure that the promotion of positive school behaviors is manifested by their teachers. Teachers' school behaviors are actions and attitudes of teachers towards one another and toward the educational institution. Positive school behavior among teachers should be promoted and embraced in all educational institutions since its purpose is to create an environment geared towards the sustainability and improvement of the organization. Among the different school behaviors, organizational commitment is the most widely being studied by educational researchers as it plays a critical role in the school setting. Organizational commitment is one of the foremost goals considering the efforts of the organization regarding the maintenance of its existence (Yavuz, 2011). Organizational commitment is a state in which the employee identifies with an organization and its goals and wishes to maintain membership in the organization in which in general can be coined as employee loyalty (Robbins et al., 2015). Despite being one of the most researchable topics in education, results of different studies offer conflicting results and implications (Filstad, 2011; Stazyk et al., 2011; Jo & Baek-Kyoo, 2011; Nagar, 2012). Hence, the need to study this school behavior is still important nowadays and should be given utmost consideration.

Meanwhile, professional commitment is one of the least explored school behaviors in educational research. The concept of professional commitment has been studied with technical and professional personnel in an occupational setting, but little attention had been given to studying commitment relevant to the teaching profession (Lee et al., 2011; Singh, & Gupta, 2015). Professional commitment refers to the measure of the strength of the employees' identification with the goals and values of their profession, having strong faith in it, and showing considerable effort to continue in the membership of the profession (Bashir, 2017). In addition, the concept of professional commitment for teachers is considered as a profound value of emotional intelligence which is in allusion with the goals of a group or organization and applying oneself completely for a cause (Collie et al., 2011).

These two important school behaviors of teachers play a very vital role in the success of every educational institution. Quality teachers can be developed if they are committed to their teaching profession and committed to their organization. Based on the different works of literature, these two behaviors are essential in any educational institution since the nobleness of the teaching profession and the delivery of quality instruction depend on the dedication of teachers to the ministry of teaching (Cho & Huang, 2012; Batugal & Tindowen, 2019; Tindowen, 2019). Furthermore, literature also suggests and recommends that studies on school behaviors should also be assessed if it has either positive or negative effects on teachers' school outcomes (Usop et al., 2013; Badri et al., 2013). In addition, one of the school outcomes that need to be measured is their job satisfaction. Job satisfaction is considered an integral part of the organization to maintain quality, development, and sustainability.

This study was conducted to address the different gaps presented above with regards to school behaviors and school outcomes. In this study, school behaviors such as organizational commitment and professional commitment were considered and their effects on school outcomes which is job satisfaction. Secondary school teachers in Northern Philippines were considered since limited studies had been conducted looking into these variables among teachers in the senior high

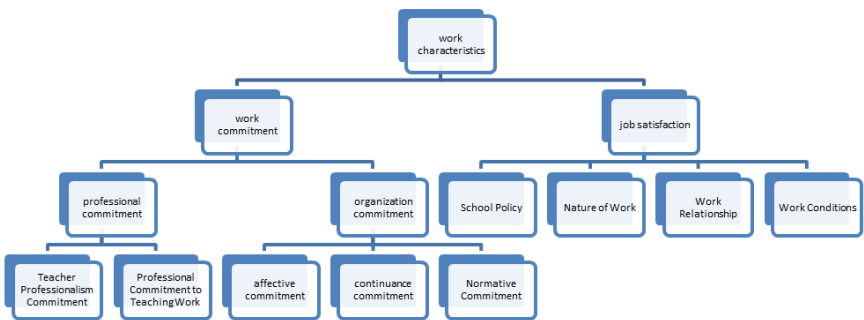
school. There is a dearth of literature that examines the organizational commitment, professional commitment, and job satisfaction among senior high school teachers in the Philippines since Senior High School has just started in the Philippine Educational System.

### Conceptual Framework

This study was anchored on the concepts of organizational and professional commitment, and job satisfaction.

Organizational commitment is one of the foremost goals considering the efforts of the organization regarding the maintenance of its existence. Organizational commitment indicates the employee’s emotional affection to, association with, and attachment with the organization (Karim & Rehman, 2012). Further, organizational commitment is a state in which the employee identifies with a particular organization and its goals and wishes to maintain membership in the organization in which in general can be coined as employee loyalty. In general, it refers to the employees’ attachment to identification with and involvement in an organization.

**Figure 1**  
*Elements of Work Characteristics*



Organizational commitment is generally considered a three-dimensional construct comprising of affective commitment, continuance commitment, and normative commitment. Organizational commitment (Meyer & Allen, 2004) includes the following dimensions:

*Affective commitment.* This dimension refers to the teacher's emotional attachment to identification and involvement in the organization.

*Continuance commitment.* This dimension refers to the awareness of the costs associated with leaving the organization.

*Normative commitment.* This dimension reflects the teacher's feeling of obligation to continue employment with the organization.

### *Professional Commitment*

The concept of professional commitment has been studied with technical and professional personnel in occupational settings, but little attention had been given to studying commitment relevant to the teaching profession (Karim & Rehman, 2012). The professional commitment may refer to a promise. It also depicts the firm and not changing orientation in support of one's belief in their principle (Meyer & Allen, 2004). Professional commitment refers to the measure of the strength of the employees' identification with the goals and values of their profession, having strong faith in it, and showing considerable effort to continue in the membership of the profession (Badri et al., 2013). Professional commitment includes the following dimensions:

*Teacher Professionalism Commitment.* This type refers to the commitment of the teacher to the teaching profession.

*Professional Commitment to Teaching Work.* This type refers to the commitment of the teacher to do the demands of the teaching profession.

### *Job Satisfaction*

Job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of their job or experience. Further, it is a measurement of an individual emotional feeling shaped as the response from a job (Liu et al., 2012). It cannot be seen but can only be inferred.

Therefore, it is more of an internal state associated with a personal feeling of achievement (Weiner, 2005). It is also viewed as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences, the degree to which employees have a positive affective orientation toward employment by the organization, and the favorableness or unfavorableness with which workers view their job (Leiter & Maslach, 2003).

Job Satisfaction has the following dimensions:

*School Policy.* This dimension refers to the rules and guides formulated by the school administration to govern actions in the school and are intended to achieve specific objectives.

*Nature of Work.* This dimension refers to the work where the teacher is assigned. This also includes the teacher's responsibilities, functions, and obligations of teachers.

*School Administrator-Teacher Relationship.* This dimension refers to the harmonious relationship between school administrators and teachers.

*Working Conditions.* This dimension refers to the physical characteristics of the work environment that can hinder or improve teacher's teaching and work performance.

## **Statement of the Problem**

This study was conducted to assess the organizational and professional commitment of senior high school teachers in the Northern Philippines and their job satisfaction.

Specifically, it sought answers to the following questions:

1. What is the profile of the participants along sex, age, civil status, highest educational attainment, number of years in teaching, the field of specialization, and employment rank?

2. What is the organizational commitment of the participants along affective organizational commitment, continuance organizational commitment, and normative organizational commitment?
3. What is the professional commitment of the participants along teacher professionalism commitment and professional commitment to teaching work?
4. What is the job satisfaction of the participants along school policy, nature of work, school administrator-teacher relationship, and working conditions?
5. Is there a significant relationship between teachers' organizational and professional commitment and their job satisfaction?

## **METHODOLOGY**

### **Research Design**

This study utilized a quantitative type of research employing a descriptive-correlational method of research to determine the relationship between professional and organizational commitment and senior high school teachers' job satisfaction.

### **Participants of the Study**

The participants of the study are the 120 Senior High School teachers of Five Secondary Schools in Northern Philippines for the Academic Year 2016-2017.

### **Instrumentation**

*The instrument for Organizational Commitment.* Organizational commitment was measured using the Organizational Commitment Questionnaire developed and modified by Meyer and Allen (2004). Organizational commitment is composed of three dimensions which are affective, normative, and continuance organizational commitment. The tool consisted of 24 items which were answered on a 4-point scale (scored from 4 = strongly agree to 1 = strongly disagree).

*The instrument for Professional Commitment.* The professional commitment was measured using a 15-item questionnaire modified by Ibrahim and Iqbal (2015) (Weiner, 2005). The questionnaire consists of two dimensions: (1) Teaching professionalism (5 items) which was based on McMahon and Hoy's (2009) professionalism in teaching and (2) commitment to teaching work (10 items) developed based on Lodahl and Kejner's Scale (1965) on professional commitment. A four-point scale was used (scored from 4 = strongly agree to 1 = strongly disagree) to determine the professional commitment of the participants.

*The instrument for Job Satisfaction.* Job satisfaction was measured using a 26-item questionnaire modified by Candelario et al. (2020). It has four indicators: school policy (12 items), nature of work (4 items), supervisor-employee relationship (5 items), and working conditions (5 items). A four-point scale was used (scored from 4 = strongly agree to 1 = strongly disagree) to determine the job satisfaction of the participants.

### **Data Gathering Procedure**

This study employed a systematic approach to data gathering. All communications were addressed to proper authorities. After approval of the conduct of the study, the researchers went to the target participants for data gathering. The participants answered the survey then analysis and tabulation followed the gathering of data. Ethical considerations were employed by the researchers such as keeping the confidentiality and anonymity of the participants and avoiding biases especially in the analysis of data.

### **Data Analysis**

The following statistical tools were used to analyze the gathered data:

*Frequency and percentage.* These tools were used to describe the profile of the participants.



*Weighted mean.* This tool was used to determine the organizational commitment, professional commitment, and job satisfaction of the participants using the following scale and qualitative description:

Range	Qualitative Description		
	Organizational Commitment	Professional Commitment	Job Satisfaction
3.25 – 4.00	Very High Level of Commitment	Very High Level of Commitment	Highly Satisfied
2.50 – 3.24	High Level of Commitment	High Level of Commitment	Satisfied
1.75 – 2.49	Low Level of Commitment	Low Level of Commitment	Less Satisfied
1.00 – 1.74	Very Low Level of Commitment	Very Low Level of Commitment	Not Satisfied

*Pearson Product Moment Correlation Coefficient (r).* This tool was used to determine a significant relationship between teachers' organizational and professional commitment and their job satisfaction.

## RESULTS AND DISCUSSION

### I. Profile of the Participants

**Table 1**

*Distribution of Participants According to Profile Variables*

Profile Variables	Frequency (N=120)	Percentage
<i>Sex</i>		
Male	45	37.50
Female	75	62.50
<i>Age</i>		
21 – 30 years old	48	40.00
31 – 40 years old	32	26.66
41 – 50 years old	20	16.67
51 years old and above	20	16.67

<b>Profile Variables</b>	<b>Frequency (N=120)</b>	<b>Percentage</b>
<i>Civil Status</i>		
Single	62	51.67
Married	46	38.33
Widow	12	10.00
<i>Number of Years in Teaching</i>		
Less than 5 years	53	44.17
6 – 10 years	50	41.67
11 – 15 years	10	8.33
16 years and above	7	5.73
<i>Highest Educational Attainment</i>		
Bachelor’s Degree Holder	65	54.17
Master’s Degree Holder	45	37.50
Doctorate Degree Holder	10	8.33
<i>Field of Specialization</i>		
Languages	28	23.33
Mathematics and Computing Sciences	24	20.00
Science, Health and Allied Disciplines	24	20.00
Social Sciences and Philosophy	20	16.67
Music, Arts and Physical Education	16	13.33
Information Technology and Vocational Education	8	6.67
<i>Employment Rank</i>		
Teacher II	65	54.17
Teacher III	43	35.83
Master Teacher	12	10.00

Table 1 presents the profile of the participants. It can be shown from the results that there are more female participants than male participants in the current study. It can mean that until today, the teaching profession is still female dominated. Meanwhile, most of the participants are 40 years old and below. It can be implied that the

teaching profession now is being dominated mostly by young and middle-aged professionals. Majority of the participants are single. In addition, most of the participants are already in the teaching profession for less than 10 years. Few teachers are already in the teaching profession for more than ten years. Majority of the participants are bachelor's degree holders. Meanwhile, a substantial number of participants already obtained their post-graduate degrees. Along current educational level, more participants are teaching in junior high school than in senior high school. Furthermore, participants vary according to their field of disciplines which include languages, mathematics, and computing sciences, science and health and allied sciences, social sciences and philosophy, music and arts including physical education, and information technology and vocational education. Finally, many of the participants are currently Teacher II, followed by Teacher III and Master Teachers.

## II. Participants' Organizational Commitment

**Table 2**

*Organizational Commitment of Secondary School Teachers*

<b>Organizational Commitment</b>	<b>Mean</b>	<b>Qualitative Description</b>
Affective Organizational Commitment	3.52	Very High Level of Commitment
Continuance Organizational Commitment	3.45	High Level of Commitment
Normative Organizational Commitment	3.25	High Level of Commitment
<b>Category Mean</b>	<b>3.41</b>	<b>High Level of Commitment</b>

Table 2 shows the organizational commitment of senior high school teachers. It can be shown from the results that the participants have a very high level of affective organizational commitment. This means that teachers are emotionally attached to their present organization, hence it developed on their identification and involvement in their organization. This result coincides with previous studies conducted regarding affective organizational commitment (Eisenberger et al., 2010; Williamson et al., 2009). Hence, secondary school teachers are very happy to spend the rest of their careers with their current institution. At the same time, they

consider their organization as their family. The previous study would entail that the high level of affective organizational commitment among teachers is due to their current organizational and school culture. School culture plays a very important role in the reason for teachers to stay in the organization. Meanwhile, in terms of the continuance commitment of teachers, it can be seen from the table that their commitment is high. This result means that for them, it is very hard to leave their organization because of some circumstances. This situation involves the cost of leaving the organization at present because of the COVID-19 pandemic. At the same time, they might have few opportunities to searching for other work and jobs. Hence, teachers remain in the organization because they cannot afford to leave, and they are afraid of the economic and social losses they will incur if they leave the organization. The last reason is that teachers have also a high level of normative organizational commitment. This result means that teachers opt not to leave the organization because they believe that they have obligations that they need to fulfill in their respective institutions. Previous literature shows teachers tend to stay in the organization due to strong cultural and familial ethics which constitutes normative organizational commitment (Newstrom & Davis, 2007). In general, teachers have a high level of organizational commitment. The findings coincide with the results of previous studies revealing the same level of organizational commitment.

### III. Participants' Professional Commitment

**Table 3**

*Professional Commitment of Secondary School Teachers*

<b>Professional Commitment</b>	<b>Mean</b>	<b>Qualitative Description</b>
Teacher Professionalism Commitment	3.08	High Level of Commitment
Professional Commitment to Teaching Work	3.15	High Level of Commitment
<b>Category Mean</b>	<b>3.12</b>	<b>High Level of Commitment</b>

Table 3 presents the professional commitment of senior high school teachers. It can be gleaned from the results that teachers have a high level of teacher professionalism commitment. This result means that

teachers choose to be teachers of their own accord and they feel proud of it. Also, they believe that the values of the teaching profession are very important and their desire to continue teaching is still evident although there will be low economic return.

The findings imply that the participants already identify themselves with the teaching profession and already accept the values of the profession. The data also reveal that teachers have a high level of professional commitment to teaching work. This type of commitment means that teachers already have their convictions with the demands of their profession. This conviction may mean also that they are already aware of their responsibilities as teachers; hence, they now have the commitment to fulfill these responsibilities. Because of their high level of commitment, they are now satisfied with teaching to their students and can accomplish their tasks with enthusiasm and enjoyment. In summary, teachers have a high level of professional commitment.

#### **IV. Participants' Level of Job Satisfaction**

**Table 4**  
*Job Satisfaction of the Participants*

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<b>Job Satisfaction</b>	<b>Mean</b>	<b>Qualitative Description</b>
School Policy	3.47	Highly Satisfied
Nature of Work	3.52	Highly Satisfied
School Administrator - Teacher Relationship	3.60	Highly Satisfied
Working Conditions	3.25	Highly Satisfied
<b>Category Mean</b>	<b>3.46</b>	<b>Highly Satisfied</b>

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Table 4 shows the job satisfaction of senior high school teachers. As implied by the findings, teachers are highly satisfied with the nature of work and school administrator-teacher relationships. Teachers believe that their work gives them enjoyment, challenges, and fulfillment. They also have avenues to adequately apply the knowledge that they learned from their formal education and other continuous professional development activities to their work assignment. Moreover, their current

work does not prevent them to grow in their profession. Results of previous studies revealed that the high satisfaction with the nature of work, especially among teachers, creates a positive school culture since teachers know their boundaries and know their limitations (Zeinabadi, 2010; Crossman & Harris, 2006; Ho, & Wing-Tung, 2006). At the same time, a substantial number of studies also affirm that high satisfaction with this aspect leads to higher teacher efficacy in teaching, which leads to students' higher academic achievement.

Meanwhile, along school administrator–teacher relationships, the participants believe that they have a harmonious relationship with their superiors. Teachers' assessment on the status accorded to their school administrators by the organization is that school administrators support the organization and vice-versa. Their mutual support would increase the teachers' assessments concerning the organization's positive valuation of the school administrator's contribution. Furthermore, school supervisors play an important role in structuring the work environment and providing information feedback to teachers. Consequently, supervisor behaviors have an impact on the affective reactions of the members (Knight & Locke, 1997). Having a positive relationship and support with school administrators would entail increased job satisfaction and organizational identification among teachers.

Furthermore, the data indicate that participants are highly satisfied with their school policies and working conditions. Teachers stress that they are given equal opportunities to attend professional development activities such as workshops and training. They also contend that the school and the department have fair and consistent standards and methods in terms of teacher's evaluation and assessment, promotion in rank, other work-related evaluations. In addition, they are highly satisfied with the current salaries, compensations, and benefits that they receive. The teachers are also highly satisfied with their current experience in their physical work environment, because of the ventilation, available supplies and educational materials for teaching and learning, cleanliness and orderliness, and adequate educational facilities and equipment which improve their teaching and learning process. Overall, the teachers have a high level of satisfaction with their job. The results of the study

coincide with the results of previous literature stressing the high level of job satisfaction of teachers (Admiraal et al., 2019; Akhtar et al., 2010).

**Table 5**

*Significant Relationship between Organizational and Professional Commitment and Participants' Job Satisfaction*

Variables		Pearson-R	P-Value
Organizational Commitment	and Job Satisfaction	0.866	0.000*
Professional Commitment	and Job Satisfaction	0.525	0.000*

*\*significant at .05 level*

Table 5 presents the significant relationship between organizational and professional commitment and the participants' job satisfaction. The data reveal that there is a positive significant relationship between organizational commitment and job satisfaction among secondary school teachers. It means that the higher the organizational commitment of teachers, the more they are satisfied with their job. The findings coincide with the results of previous studies examining the strong relationship between these two organizational behaviors (Wu & Short, 1996; Malik. et. al.,2010).

The data also indicate that there is a positive significant relationship between professional commitment and teachers' job satisfaction. This finding means that teachers who are more committed to the teaching profession have higher satisfaction with their job. Pieces of literature stress that commitment to the profession plays a very vital role in the satisfaction of the employee (Shann, 1998 & Basu, 2016).

## CONCLUSION

The study concludes that senior high school teachers, with a high level of organizational commitment and professional commitment, have a high level of satisfaction with their work. With their high level of organizational and professional commitment, teachers have a high tendency to be committed to their current institution and at the same

time, a high probability of not leaving the teaching profession. Despite its high level of satisfaction, still teachers have problems and issues with regards to their current work conditions.

### **RECOMMENDATIONS**

The results of the study have the following implications and recommendations:

1. Educational institutions, through their Human Resource Management Office, may consider the findings of the study in planning for a human resource development program that would promote the welfare of its employees to sustain their commitment to their work.
2. The Department of Education (DepEd) and school administrators should ensure that teachers' high level of commitment is sustained by integrating more activities and engagement activities that promote higher levels of commitment both in the institution and in the profession.
3. The Department of Education (DepEd) should consider the different issues of teachers with regards to their working conditions to be addressed.
4. Future researchers may replicate the present study to cover other institutions and senior high schools not covered by the study. In this way, the general views of teachers with regards to their organizational and professional commitment and their job satisfaction will be revealed.
5. Future researchers may investigate other organizational behaviors of teachers such as citizenship and institutional image, job involvement, workplace spirituality, and organizational culture to be assessed to reveal what specific organizational behaviors have positive effects on teachers' job satisfaction.



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