

Senior High School Teachers' Professional And Organizational Commitment And Their Job Satisfaction

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Abstract : *This study was conducted to determine the organizational and professional commitment of secondary school teachers in Northern Philippines in relation to their job satisfaction. The study utilized a descriptive correlational method of research with 120 Secondary school teachers as the respondents of the study. The results of the study revealed that secondary school teachers have a high level of professional commitment and organizational commitment. At the same time, they also have a high level of satisfaction towards their job. In addition, their high level of organizational commitment and professional commitment lead to their high level of satisfaction towards their work. More importantly, discussion and implications of results were also discussed.*

Keywords: *Job Satisfaction, Northern Philippines, Organizational Commitment, Professional Commitment, Senior High School Teachers*

I. INTRODUCTION

The quality of education lies on 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. In fact, being considered as the noblest profession, the teaching profession entails a lot of preparations and professional development programs as it is critical in providing quality education to the learners. Literatures suggest how critical the role of teachers in all aspects: to the learners, community and to the whole nation [1-3]. In fact, teachers are considered as nation builders because the strength of every profession in every country grows out of the knowledge and skills that teachers help to instill to the children and students [4]. More importantly, the quality of a school system rests on the quality of its teachers [5].

It is then important that school administrators must ensure that promotion of positive school behaviors be 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 that 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 termed as one of the foremost goals considering the efforts of organization regarding maintenance of its existence [6]. 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 [7]. Despite being one of the most researchable topics in the

education, still results of different studies offer conflicting results and implications [8-11]. Hence, the need study this school behavior is still important nowadays and should be given outmost 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 occupational setting, but little attention had been given in studying commitment relevant to the teaching profession [12-13]. Professional commitment refers to the measure of 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 [14]. In addition, the concepts of professional commitment for teachers are considered as a deep and profound value of emotional intelligence which is in allusion with the goals of a group or organization and applying oneself completely for a cause [15].

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 really committed to their teaching profession and also committed to their organization. Based on the different literatures, these two behaviors are very important 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 [16-18]. Furthermore, literatures also suggest and recommend that studies on school behaviors should be also be assessed if it has either positive or negative effects on teachers' school outcomes [19-20]. And one of the school outcomes that needs 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 its effects to 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 literatures looking into 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.

Research Objectives:

This study was conducted to determine the organizational and professional commitment of senior high school teachers in Northern Philippines and their job satisfaction. Specifically, it tries to answer the following objectives:

- A. To describe the profile of the respondents along sex, age, civil status, highest educational attainment, number of years in teaching, field of specialization and employment rank;
- B. To determine the organizational commitment of the respondents along affective organizational commitment, continuance organizational commitment and normative organizational commitment.
- C. To determine the professional commitment of the respondents along teacher professionalism commitment and professional commitment to teaching work;
- D. To determine the job satisfaction of the respondents along school policy, nature of work, school administrator-teacher relationship, and working conditions;
- E. To identify significant relationship between teacher's organizational and professional commitment and their job satisfaction.

Organizational Commitment:

Organizational commitment is termed as one of the foremost goals considering the efforts of organization regarding maintenance of its existence [6]. Organizational commitment indicates that the employee's emotional affection to, association with and attachment with his organization [24]. 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 [7]. In general, it refers to the employees' attachment to identification with and involvement in an organization. It is generally considered as three dimensional construct comprising of affective commitment, continuance commitment and normative commitment.

Dimensions of Organizational Commitment [25]:

- a. *Affective commitment*. This refers to the teacher's emotional attachment to identification and involvement in the organization.
- b. *Continuance commitment*. This refers to the awareness of the costs associated with leaving the organization.
- c. *Normative commitment*. This 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 setting but little attention had been given in studying commitment relevant to the teaching profession [21]. Professional commitment may refer to promise. It also depicts the firm and not changing orientation in support of one's belief in his/her principle [22]. Professional commitment refers to the measure of 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 [23].

Dimensions of Professional Commitment:

- a. *Teacher Professionalism Commitment*. This refers to the commitment of the teacher to the teaching profession.
- b. *Professional Commitment to Teaching Work*. This 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 his/her own job or experience. Further, it is a measurement of an individual emotional feelings shaped as response from job [26]. It cannot be seen, but can only be inferred therefore it is more of internal state associated with personal feeling of achievement [27]. 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 [28].

Dimensions of Job Satisfaction:

- a. *School Policy*. This refers to the rules and guides formulated by the school administration to govern actions in the school and are intended to achieve specific objectives.
- b. *Nature of Work*. This refers to the work where the teacher is assigned. This also includes teacher's responsibilities, functions and obligations of teachers.
- c. *School Administrator-Teacher Relationship*. This refers to the harmonious relationship between school administrators and teachers.
- d. *Working Conditions*. This refers to the physical characteristics of the work environment that can hinder or improve teacher's teaching and work performance.

II. METHOD

1. Research Design

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

2. Respondents of the Study

The respondents of the study are the Senior High School teachers of Five Secondary Schools in Northern Philippines.

3. Research Instruments

Instrument for Organizational Commitment. Organizational commitment was measured using the Organizational Commitment Questionnaire developed and modified by Allen and Meyer (2004) [25]. 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).

Instrument for Professional Commitment. Professional commitment was measured using a 15-item questionnaire modified by Ibrahim and Iqbal [27]. The questionnaire consists of two dimensions: (1) Teaching professionalism (5 items) which was based on McMahon and Hoy's (2009) [30] professionalism in teaching and (2) commitment of teaching work (10 items) developed based on Lodahl and Kejner's Scale (1965) [31] on professional commitment. A 4-point scale was used (scored from 4 = strongly agree to 1 = strongly disagree) to determine the professional commitment of the respondents.

Instrument for Job Satisfaction. Job satisfaction was measured using a 26-item questionnaire modified by Candelario, Tindowen, Mendezabal and Quilang [29]. It has four indicators: school policy (12 items), nature of work (4 items), supervisor-employee relationship (5 items), and working conditions (5 items). A 4-point scale was used (scored from 4 = strongly agree to 1 = strongly disagree) to determine the job satisfaction of the respondents.

4. Data Gathering Procedure

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

5. Data Analysis

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

Frequency and percentage were used to describe the profile of the respondents.

Weighted mean was used to determine the organizational commitment, professional commitment and job satisfaction of the respondents using the following scale and qualitative description:

Range	Qualitative Description		
	Organizational Commitment	Professional Commitment	Job Satisfaction
3.50 – 4.00	Very High Level of Commitment	Very High Level of Commitment	Very Satisfied
2.50 – 3.49	High Level of Commitment	High Level of Commitment	Satisfied
1.50 – 2.49	Low Level of Commitment	Low Level of Commitment	Less Satisfied
1.00 – 1.49	Very Low Level of Commitment	Very Low Level of Commitment	Not Satisfied

Pearson-R Product Correlation was used to determine significant relationship between teachers' organizational and professional commitment and their job satisfaction.

III. RESULTS AND DISCUSSION

Table 1. Profile of the Respondents

Profile Variables	Frequency (n=120)	Percentage
Sex		
Male	45	37.50
Female	75	62.50
Age		
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
Civil Status		
Single	62	51.67
Married	46	38.33
Widow	12	10.00
Number of Years in Teaching		
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
Highest Educational Attainment		
Bachelor's Degree Holder	65	54.17
Master's Degree Holder	45	37.50
Doctorate Degree Holder	10	8.33
Field of Specialization		
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
Employment Rank		
Teacher II	65	54.17
Teacher III	43	35.83
Master Teacher	12	10.00

Table 1 presents the profile of the respondents. It can be shown from the results that there are female respondents than male respondents in the current study. It can mean that until today, the teaching profession is still a female-dominated profession. Meanwhile, majority of the respondents are 40 years old and below. It can be implied that the teaching profession now is being dominated mostly by young and middle-age professionals. Almost half of the respondents are single. In addition, most of the respondents are already in the teaching profession in less than 10 years. Few teachers are already in the teaching profession for more than ten years. Half of the respondents are bachelor's degree holders. Meanwhile, a substantial number of respondents already obtained their post-graduate degrees. Along current educational level, there are more respondents teaching in the junior high school than in the senior high school. Furthermore, respondents 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. And finally, many of the respondents are currently Teacher II, followed by Teacher III and Master Teachers.

Table 2. Organizational Commitment of Secondary School Teachers

Organizational Commitment	Mean	Qualitative Description
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
Category Mean	3.41	High Level of Commitment

Table 3 shows the organizational commitment of senior high school teachers. It can be shown from the results that the respondents have a very high level of affective organizational commitment. This means that teachers are emotionally attached to their present organization, hence it developed on them identification and involvement to their organization. This result coincides with previous studies conducted regarding affective organizational commitment [18] [32-33]. Hence, secondary school teachers are very happy to spend their rest of their career with their current institution. At the same time, they consider their organization as their family. 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 on the reason for teachers to stay in the organization [17]. Meanwhile, in terms of the continuance commitment of teachers, it can be seen from the table that their commitment is high. This means that for them, it is very hard to leave their organization because of some circumstances. This involves the cost of leaving the organization in the present time due to the effects of the COVID-19 pandemic and at the same time, they might have little opportunities to look in 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 would incur if they will leave the organization. And finally, teachers have also a high level of normative organizational commitment. This 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 to normative organizational commitment [34]. 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.

Table 3. Professional Commitment of Secondary School Teachers

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

Table 3 shows the professional commitment of senior high school teachers. It can be gleaned from the results that teachers have high level of teacher professionalism commitment. This means that teachers choose to be teachers in their own accord and they feel proud of it. Also, they believe that the values of teaching profession are very important and their desire to continue teaching is still evident despite the fact that there will be low economic return. The findings imply that the respondents already identify themselves to the teaching profession and already accept the values of the profession. On the other hand, the table also reveals that teachers have high level of professional commitment to teaching work. This means that teachers already have their convictions with the demands of their profession. This may mean also that they are already aware of their own responsibilities as teachers, hence they have now the commitment to do these certain responsibilities. And as an effect, 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.

Table 4. Job Satisfaction of the Respondents

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

Table 4 shows the job satisfaction of senior high school teachers. It can be shown from the results that specifically, teachers are very highly satisfied along nature of work and school administrator-teacher relationships. Along nature of work, teachers believe that their work give them enjoyment challenges and fulfillment. At the same time, they also have avenues to apply adequately the knowledge that they learned from their formal education and other continuous professional development activities to their work assignment. At the same time, their current work does not prevent them to grow in their profession. Results of previous studies revealed that the high satisfaction on the nature of work especially among teachers create a positive school culture since teachers know their boundaries and know their limitations [35-37]. At the same time, a substantial number of studies also affirm that high satisfaction to this aspect leads to higher teacher's efficacy in teaching which leads to students' higher academic achievement. Meanwhile, along school administrator – teacher relationships, the respondents believe that they have a harmonious relationship with their superiors. Teachers' assessment of the status accorded their school administrators by the organization, and therefore the teachers' belief that school administrators support also support, would increase with 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 and as a consequence, supervisor behaviors have an impact on the affective reactions of the members [38]. Further, having a good relationship and support with school administrators would entail increased job satisfaction and organizational identification among teachers [11]. Meanwhile, the table shows that respondents are highly satisfied along school policy and working conditions. Along school policy, teachers believe that they are given equal opportunities to attend professional development activities such as workshops and training. At the same time, they also believe 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. Also, they are satisfied with the current salaries, compensations and benefits that receive. Meanwhile, along working conditions, teachers are satisfied with their current experience of their physical work environment such as ventilation, availability of supplies and educational materials for teaching and learning, cleanliness and orderliness of the school, and adequate educational facilities and equipment to further improve the teaching and learning process. The results of the study coincide with the results of previous literatures stressing the high level of job satisfaction of teachers [17] [39-40]. In general, teachers have a high level of satisfaction towards their job.

Table 5. Significant Relationship between Organizational and Professional Commitment and Respondent's Job Satisfaction

Variables	Pearson-R	P-Value
Organizational Commitment and Job Satisfaction	.866	.000*
Professional Commitment and Job Satisfaction	.525	.000*

*significant at .05 level

Table 5 presents the significant relationship between organizational and professional commitment and the respondent's job satisfaction. It can be shown from the table there is a positive significant relationship between organizational commitment and job satisfaction among secondary school teachers. This means that the higher the organizational commitment of teachers, the more they are satisfied to their job. The findings coincide with the results of previous studies looking into the strong relationship with these two organizational behaviors

[41-42]. Meanwhile, it is also revealed that there is a positive significant relationship between professional commitment and teachers' job satisfaction. This means that teachers who are more committed to the teaching profession have a higher satisfaction to their job. Literatures stress that commitment to the profession plays a very vital role to the satisfaction of the employee [43-44].

IV. CONCLUSION

The study concludes that senior high school teachers with high level of organizational commitment and professional commitment have high level of satisfaction to their work. The results of the study have the following implications and recommendations:

First, the study provides a big picture of the current status of senior high school teachers in selected schools in Northern Philippines. With their high level of organizational and professional commitment, teachers have the high tendency to be committed to their current institution and at the same time, a high probability not leave the teaching profession. With their high levels of commitment, the Department of Education (DepEd) and school administrators should ensure that that teachers' high level of commitment be sustained. The Department and the school should develop more activities and engagement activities that promote higher levels of commitment both in the institution and in the profession.

Secondly, the study also reveals high level of satisfaction of teachers towards their job. However, despite its high level of satisfaction, still teachers have problems and issues with regards to their current work conditions. With this, the Department of Education (DepEd) should consider the different issues of teachers with regards to their working conditions to be addressed.

Third, since the study was also conducted among selected senior high schools in Northern Philippines, other future researchers may also try to replicate the present study as 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 totally revealed.

In addition, another extension of this study is to look into other organizational behaviors of teachers such as citizenship and institutional image, job involvement, work spirituality and organizational culture be assessed as to reveal what specific organizational behaviors really have positive effects to teachers' job satisfaction.

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