

Job Satisfaction and Professional Commitment of Teachers

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ABSTRACT: Teachers' quality defines the nature of the education. Teachers may need to have job satisfaction in order to be committed with her profession. This study sought to examine the extent of teachers' job satisfaction regarding salary and benefits, workplace environment, job responsibilities, and community attachment/linkages, their level of professional commitment using the three (3) constructs such as affective, normative, and continuance and find the significant relationship between the two. Furthermore, a descriptive correlational research design was employed. An adapted questionnaire was conducted to 114 teachers from 11 elementary schools in Medina District, Division of Misamis Oriental through purposive sampling. The responses of the teachers were gathered and analyzed using Mean, Standard Deviation and Pearson Product Moment Correlation Coefficient. Results revealed that teachers are satisfied with their job and highly committed with their profession. There is a significant relationship between the teachers' job satisfaction and professional commitment. Salary and benefit, workplace environment, job responsibilities, and community attachment and linkages were statistically related to professional commitment of teachers. Thus, the more teachers are satisfied with their jobs if their dedication to service is well compensated through an increase of salary and benefits and their efforts are also acknowledged by school administrators and stakeholders.

KEYWORDS: job satisfaction, professional commitment, salary, work environment

I. INTRODUCTION

Teachers' quality defines the nature of the education. School administrators and leaders therefore ensure teachers possess the necessary competencies. One is a teacher by nature. Teaching is the perfect career; however, providing students with a first-rate education calls for much preparation and professional development projects. Literature shows how important teachers are to the pupils, the community, and to the country as a whole.

The knowledge and skills that teachers provide to their pupils constitute the foundation of any profession in every nation, teachers are seen as nation builders. More importantly, the quality of the teachers in a school system determines its overall state (Madriral & Roberto, 2019).

According to BasuMallick (2021), job satisfaction is a complicated concept seen from several aspects. Locke's (1976) acknowledged definitions in the literature refers to a good emotional base for it generated from the judgment of one's professional experiences. On the other hand, Hails (2023) underlined that the congruence of the workplace with personal needs is absolutely important in determining job satisfaction.

Beyond mere employment, teaching is a great social function supporting national growth. Teachers should be totally committed to their work, transcending personal inclinations. Professional commitment is the strong will to one's career. This commitment comprises a relentless quest of professional growth and pride in membership in the teaching community. Teaching is not only a profession; it is a noble calling with great responsibility for developing the brains of next generations (Malik, 2023).

But recently, big questions have been raised about how happy teachers are with their jobs and how dedicated they are to their jobs. Pay and perks, job duties, changing school policies, and the huge impact of the digital age have all been brought up as reasons why teachers might not be happy at work or dedicated to their job. The study addressed these subjects for both personal gain and to ensure the quality of instruction teachers provide.

This study aimed to find among teachers in the Medina South District, Misamis Oriental Division, their degree of professional dedication and job satisfaction. Understanding these fundamental components will help the researcher to develop rules and policies that would improve the welfare of teachers and reinforce the foundation of our educational system so benefiting society as a whole.

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A lot of different ideas are used in the study's theory framework to help explain the complicated link between teachers' job satisfaction and their commitment to their jobs.

The first idea was Herzberg's Two-Factor idea. Herzberg's theory, which says that psychological and motivational factors both play a part in job happiness, shows how complex it is (Akdemir, 2020). This suggests that teachers' general job contentment is influenced not only by internal and external elements, such recognition and a sense of achievement but also by working circumstances and remuneration. Knowing this paradox will enable one to have a more sophisticated awareness of the elements influencing teachers' job satisfaction. Two main variables define the conceptual framework for this research: professional commitment and job happiness. Furthermore, classified into particular dimensions are these elements.

Duran et al. (2021) stated that the independent factors are the workplace environment, job duties, community attachments and links, and job satisfaction with regard to pay and perks. Teachers' satisfaction with their pay packages, which include salary, benefits like health insurance, retirement plans, and other financial incentives, is referred to as the salary and benefits dimension. The next dimension is Workplace Environment, which includes assessing how satisfied instructors are with their physical workspace, administrative assistance, and the general environment in which they carry out their responsibilities. The next dimension, job obligations, focuses on teachers and is closely linked to the type and caliber of job duties. Employee satisfaction and engagement are higher in schools that place a high priority on creating relevant, demanding, and fulfilling jobs as well as a positive work environment. Finally, a teacher's sense of community ties and connections at work determines the community attachments & linkages component. A teacher's general level of satisfaction may be significantly raised by having a strong sense of connection to coworkers, the school, and the greater community.

Conversely, affective, normative, and continuity commitments are all included in the dependent variable regarding professional commitment. According to Limon (2022), the affective commitment dimension focuses on the teachers' emotional commitment to and commitment to their work. It shows how much they appreciate and identify with their work as teachers. The sense of duty or perceived moral responsibility that educators attach to their work is measured by the following level, normative commitment. It includes things like fidelity to the organization and conformity to ethical and professional standards. Last but not least, the continuance commitment factor explores teachers' identity and psychological attachment to their schools. It particularly alludes to the anticipated costs of a teacher leaving the classroom. Rather than being motivated by feelings or moral principles, this type of commitment is often associated with pragmatic considerations (San-Martin et al., 2020).

This study sought to examine the potential relationship between professional dedication and job satisfaction. This indicates that educators are more inclined to exhibit elevated degrees of emotive, normative, and ongoing commitment to their job when they possess a favorable impression of their working conditions, encompassing remuneration, workplace environment, career opportunities, and ties to the community.

II. METHODOLOGY

This study employed a descriptive correlational approach to examine work satisfaction and professional dedication among teachers in the Medina South District, Division of Misamis Oriental, which provided comprehensive insights into the research concerns.

Descriptive correlational research integrates both descriptive and correlational methodologies. Descriptive research is a methodological style that employs behavioral observation to objectively characterize phenomena. A descriptive research initiative designed to comprehensively comprehend phenomena or classifications. Correlational research is a method for elucidating and forecasting the natural associations between variables in the real world, without attempting to alter or establish causality among them (Seeram, 2019).

This study will involve administering structured surveys to educators in the Medina South District. The surveys will comprise closed-ended questions and Likert-scale items, facilitating the methodical evaluation of occupational contentment and professional commitment.

To ensure correct data interpretation, this work used appropriate statistical techniques like weighted Mean, Standard Deviation, and Pearson's Product Moment Correlation Coefficient. These statistical instruments were utilized with SPSS and Microsoft Excel. Problems 1 and 2 utilized Mean and Standard Deviation while Problem 3 used Pearson's Product Moment Correlation Coefficient

III. RESULTS AND DISCUSSION

Problem 1. To what degree do teachers feel satisfied about:

1.1 salary and benefits;

1.2 workplace environment;

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1.3 job responsibilities and;

1.4 community linkages?

Table 1 on the next page displays the overall job satisfaction of teachers which is composed of four (4) components namely: salary and benefits; workplace environment; job responsibilities; and community attachment. The table further shows the overall Mean of 4.00 with SD=0.77 which is described as Agree and interpreted as Satisfied. Teachers believe that various things affect their job happiness. These encompass work ideals, employment stability, job responsibilities, and the backing of school authorities. Teachers who feel safe and under control of responsibilities reported more satisfaction. Teachers' job performance and degree of satisfaction are much influenced by the rules and expectations set by school management. Good allocation of work and effective leadership can help to lower stress and create a happy workplace, therefore improving job happiness. Although Filipino instructors deal both domestically and abroad, their job contentment is much influenced by elements such as job security, work environment, and support systems. Dealing with these challenges can help instructors perform and feel generally better (Anita et al., 2021).

Table 1. Overall Job Satisfaction

Indicators	Mean	SD	Description	Interpretation
Salary and Benefits	3.84	0.82	Agree	Satisfied
Workplace Environment	4.01	0.87	Agree	Satisfied
Job Responsibilities	4.06	0.76	Agree	Satisfied
Community linkages	4.09	0.65	Agree	Satisfied
Overall	4.00	0.77	Agree	Satisfied

Note: 4.5-5.0 Very Satisfied; 3.50-4.49 Satisfied; 2.50-3.49 Moderately Satisfied; 1.50-2.49 Less Satisfied; 1.0-1.49 Least Satisfied

Among the four components, community attachment has the highest Mean of 4.09 with SD=0.65 which is described as Agree and interpreted as Satisfied. The outcome suggests that DepEd may significantly enhance teachers' job satisfaction and well-being by strengthening community links and affiliations. One method to achieve this is to promote active participation in community-oriented initiatives that further educational objectives. Educational institutions can collaborate with municipal authorities, non-profit organizations, and community groups to establish environmental conservation programs, health awareness initiatives, and cultural heritage preservation projects. Community development depends much on teachers while deriving meaning and satisfaction from their profession (Baluyos et al., 2019).

On the other hand, salary and benefit has the lowest Mean of 3.84 with SD= 0.82 which is described as Agree and interpreted as Satisfied. It suggests that, despite challenges related to remuneration and benefits, many Filipino teachers reveal different degrees of job satisfaction because of other important elements. The quality of contacts with colleagues and support from the school administration is crucial. Teachers who feel supported from superiors and colleagues are more probably going to report job satisfaction even with a low pay. This help fosters cooperation and community, maybe greatly raising job satisfaction. Their motivations are a great feeling of vocation and a dedication to learning. Their financial limitations usually are overcome by their love of teaching and dedication to student growth. These intrinsic motivations assist people in maintaining a positive disposition and enjoyment in their work (Onlos, 2023).

Problem 2. What is the extent of teachers' professional commitment in terms of:

2.1 affective;

2.2 normative;

2.3 continuance?

Table 2. Overall Professional Commitment

Indicators	Mean	SD	Description	Interpretation
Affective Commitment	4.02	0.72	Agree	High Commitment
Normative Commitment	3.75	0.91	Agree	High Commitment
Continuance Commitment	3.89	0.91	Agree	High Commitment
Overall	3.89	0.85	Agree	High Commitment

Note: 4.5-5.0 Very High Commitment; 3.50-4.49 High Commitment; 2.50-3.49 Moderate Commitment; 1.50-2.49 Low Commitment; 1.0-1.49 Very Low Commitment

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Table 2, presents overall professional commitment among teachers. It has an overall Mean of 3.89 with SD= 0.85 which is described as Agree and interpreted as High Commitment. It shows that teachers care deeply about the academic and personal growth of their students. This means changing the way to teach to meet the needs of all the students, giving extra help when it is needed, and creating a positive and welcoming school environment.

As Jordan et al. (2023) showed that teachers who are deeply committed to their jobs are more likely to take part in projects that help their students learn, showing that they can persevere and adapt to new situations.

Moreover, among the three components of professional commitment, affective has the highest Mean of 4.02 with SD= 0.72 which is described as Agree and interpreted as High Commitment. It seems that Medina District teachers are very dedicated to their jobs because they care deeply about their jobs, feel strongly connected to their tasks, and are involved in their school communities. This emotional link is very important for increasing job happiness, improving student performance, and keeping teachers.

Emotional dedication also depends on having strong, friendly interactions with students. Teachers usually build supportive ties with their students, which makes the classroom a pleasant and inspiring place to be. These kinds of experiences may be especially satisfying for teachers, giving them emotional benefits that make them more committed to their job (Viray et al. 2022).

Conversely, normative commitment has the lowest Mean of 3.75 with SD=0.91 which is described as Agree and interpreted as High Commitment. Despite having the lowest mean, this does not inherently signify a low absolute level of commitment. In compared to affective and continuous commitment, Medina South instructors exhibit a marginally diminished sense of obligation to remain with the institution out of duty (Khoshnevis & Taherian, 2023).

Problem 3. Is there a significant relationship between job satisfaction and and professional commitment?

Table 3 presents the correlation analysis between job satisfaction and professional commitment. Among the four constructs of job satisfaction, salary and benefits obtained have the highest correlation coefficient of 0.614 with p-value of 0.000. which described as moderately significant. This indicates that DepEd teachers have a robust sense of professional commitment characterized by dedication, zeal, and a deep aspiration to impact their students' lives positively. Many teachers are committed to provide high-quality education despite various difficulties like packed classrooms, inadequate resources, low pay, and few perks. Internal reasons such a sincere love of teaching, a sense of obligation to their pupils and communities, and the gratification gained from seeing their achievement usually inspire this dedication (Caleja, 2020).

Table 3. Test of Correlation Between Job Satisfaction and Professional Commitment

Independent	r-value	p-value	Decision on Ho	Interpretation
Salary and Benefits	0.614**	0.000	Reject	Significant
Workplace Environment	0.550**	0.000	Reject	Significant
Job Responsibilities	0.590**	0.000	Reject	Significant
Community Attachments/Linkages	0.551**	0.000	Reject	Significant

** . At the 0.01 level (2-tailed), the correlation is important.

Moreover, among teachers, compensation and benefits are major markers of general well-being and job satisfaction. Though many teachers receive comparatively little pay in relation to other professions requiring comparable degrees of knowledge and experience, teaching is nevertheless considered as a noble job.

As Tindowen (2020) points out, the relationship among professional dedication, pay, and benefits for Filipino teachers is complex and shaped by many elements. On the other hand, enough pay and perks can improve general well-being, job satisfaction, and morale, so strengthening professional dedication. Teachers who feel respect and fair compensation for their efforts are more likely to show loyalty to their fields of work. Inadequate pay and benefits can lower job satisfaction, lower morale, and compromise teachers' professionalism.

On the other hand, the relationship between teachers' professional commitment and workplace surroundings has the lowest correlation coefficient of 0.550 with p-value of 0.000, so labeled as somewhat significant result. This shows that teachers have strong will and passion for their profession.

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Many of the teachers in the Philippines start their careers really hoping to improve the quality of life for their pupils and forward the growth of the country. Filipino teachers often show their professional loyalty by having a strong sense of responsibility, being strong in tough situations, and wanting to go above and beyond to make sure their students succeed. This commitment comes from within, like a strong desire to teach, happiness from seeing students succeed, and a strong belief in the importance of education (Dublas & Genuba, 2023).

On the other hand, teachers say that the school environment has a big effect on how committed they are to their jobs and how happy they are with their jobs generally. In the Philippines, teachers work in a wide range of schools, from ones that are well-equipped and friendly to ones that are overcrowded, lack resources, and have to deal with legal problems. The workplace for Filipino teachers is shaped in part by school leadership, organizational culture, collegial relationships, workload management, and professional development prospects. Supporting leadership, teamwork, respect, and recognition define an ideal workplace where teachers' morale and job satisfaction are raised (Cortez et al., 2021).

In the relationship between teachers' professional commitment and job responsibilities has 0.590 correlation coefficient with 0.000 p-value which indicates moderately significant result. This indicates that under difficult conditions, Filipino teachers are known for their extraordinary commitment, energy, and fortitude. A great dedication to their pupils, communities, and many of the Philippine teachers find their inspiration in the basic concepts of education. Filipino teachers usually demonstrate professional excitement by their commitment to investing time and effort in professional development, pursuing lifelong learning, and beyond their assigned roles to ensure student achievement. This dedication results from internal motives like a real passion of teaching, a sense of obligation, and the delight gained from favorably altering students' life.

In addition, teachers have job duties cover a wide range of tasks meant to support student learning and growth. Teachers in the Philippines usually handle classroom dynamics, student progress assessment, course planning design and execution, feedback delivery, and student, parent, and other stakeholder interaction. Teachers also commonly handle administrative chores, take part in school-related activities, and help with curriculum development and school improvement projects. Grade level, subject area, classroom atmosphere, and administrative expectations all affect the range of duties assigned to teachers (Lovett-Barron, 2022).

Consequently, as highlighted in the research by Pergamino and Yuayan (2021), Teachers' professional dedication and employment obligations have a dynamic and complex relationship. While meeting job tasks can improve professional commitment by offering chances for development, influence, and satisfaction, too demanding or irrational job. Teachers' morale, well-being, and feeling of professional commitment can all suffer under demands. Teachers who regard their duties as rational, relevant, and consistent with their professional values are more likely to display great degrees of dedication and involvement. Burnout reduced job satisfaction, and impaired professional integrity can all follow from teachers overburdened with administrative chores or bureaucratic roadblocks.

In the correlation between educators' professional dedication and community attachment/ linkages has 0.551 correlation coefficient with 0.000 p-value which indicates a moderate significant relationship. The outcome indicates that in the Philippines, education is closely related to community structures since instructors help to link society and institutions. Fostering a whole approach to education depends on an awareness of the link between educators' professional dedication and their community involvement. This article looks at how teachers' dedication to their work affects their interaction with the society; vice versa (Laurenio & Cabal, 2023).

Moreover, as the study by Bongco and Ancho (2023) shows, Filipino teachers are acknowledged for their relentless commitment and love of their work. Many Filipino teachers join the field with a specific goal in mind; they see teaching as a career rather than as a job. Often driven by internal elements including a sincere love of teaching, a wish to improve the lives of their pupils, and among the professional responsibilities of Filipino teachers are based on a deep conviction about the evolving influence of education. Teachers' love for guiding their pupils to realize their best potential shows in their will to commit time, effort, and resources in their professional growth.

Likewise, community attachment denotes the relationships and connections that individuals establish with their local communities. In the Philippines, educators assume diverse roles within their communities beyond the classroom. They function as mentors, exemplars, and proponents for students and their families.

Educators frequently collaborate with community members, local leaders, and stakeholders to meet educational requirements, enhance social welfare, and stimulate community growth. Moreover, educators may engage in extracurricular activities, outreach programs, and civic efforts that enhance their community connections and augment their pedagogical practice (Baldoza, 2021).

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Based on the discussions above, salary and benefits, workplace environment, job responsibilities, and community attachments/linkages have a positive moderate correlation to professional commitment of teachers. Thus, job satisfaction is statistically associated with their professional commitment.

IV. CONCLUSIONS

Drawing on the important results of the study, the following inferences are reasonable:

1. The more teachers are satisfied with their job if school administrators, colleagues and community stakeholders support them in molding the students.
2. The level of professional commitment of the teachers is greatly led towards affective commitment. This indicates that the teachers are emotionally invested in the organization and dedicated to remaining till retirement.
3. Salary and benefit, workplace environment, job responsibilities, and community attachment and linkages were statistically related to professional commitment of teachers.

V. RECOMMENDATIONS

In connection with the findings drawn and conclusions formulated, the following recommendations are hereby suggested:

1. The more teachers are satisfied with their jobs if their dedication to service is well compensated through an increase of salary and benefits and their efforts are also acknowledged.
2. Investing in teacher training, mentoring programs, and group projects regularly will help to foster inclusivity and raise professional commitment. Giving top priority in the building of supportive work environment marked by strong leadership, open communication, and lots of chances for professional development.
3. Establishing a safe and happy working environment will uphold the teachers' commitment and job satisfaction.

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