

Predictors of Organizational Commitment of Public Elementary School Teachers in Sablayan South District

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Abstract

This study determined the significant predictors of organizational commitment among public elementary school teachers in Sablayan South District, Occidental Mindoro. It was anchored on Meyer and Allen's Three-Component Model of Organizational Commitment, Social Exchange Theory, and the Job Characteristics Model. A quantitative, non-experimental, descriptive-correlational and correlational-predictive design was employed. Data were gathered through a structured survey questionnaire that underwent expert validation and pilot testing, with a Cronbach's alpha of 0.979. The respondents were 149 public elementary school teachers from Sablayan South District. Descriptive statistics, Pearson correlation, t-test, ANOVA, and multiple regression analysis were used to analyze the data. Findings showed that most respondents were rated outstanding, had moderate teaching experience, and actively participated in professional development. Organizational, intrinsic, and extrinsic factors were all rated high, with intrinsic factors, particularly job satisfaction and teacher self-efficacy, emerging as the strongest commitment-related conditions. Teachers also demonstrated high affective, continuance, and normative commitment, with affective commitment as the highest and continuance commitment as the lowest. Significant positive relationships were found between leadership style, perceived organizational support, job satisfaction, teacher self-efficacy, work-life balance, perception of extrinsic rewards, and the three dimensions of commitment. Performance rating showed significant differences in commitment, while length of service and training attended did not. Regression results revealed that teacher self-efficacy and work-life balance were the strongest predictors of overall commitment, while perception of extrinsic rewards significantly predicted continuance commitment. The study concludes that strengthening teachers' internal capabilities and promoting supportive working conditions are essential to sustaining organizational commitment. It recommends mentorship, targeted training, supportive leadership, improved recognition systems, and systematic implementation of the proposed action plan. The study aligns with SDG 4 on Quality Education, SDG 3 on Good Health and Well-Being, and SDG 8 on Decent Work and Economic Growth. Its sustainability impact lies in supporting educational, institutional, and community sustainability through stronger teacher retention, improved work conditions, and more stable delivery of quality education in rural schools.

Keywords: Affective Commitment, Continuance Commitment, Job Satisfaction, Normative Commitment, Organizational Commitment, Perceived Organizational Support, Teacher Self-Efficacy, Work-Life Balance

1. Introduction

Teacher commitment is central to educational quality because teachers directly shape knowledge delivery, value formation, and student achievement. In the Philippine basic education context, the mandate to provide quality education is challenged by teacher burnout, turnover intention, and weakened professional commitment, making it necessary to examine the conditions that sustain teachers' attachment to their schools and profession (Basu 2016; Olurotimi et al. 2016; Gragasin et al. 2023; Manla 2021). This study focuses on public elementary school teachers in Sablayan South District, Occidental Mindoro, and examines how organizational, intrinsic, and extrinsic factors predict affective, continuance, and normative commitment in a geographically and administratively specific setting. It also seeks to provide localized evidence for an action plan that can strengthen teacher commitment and, in turn, improve instructional quality and educational outcomes.

A nation's education system is only as good as the quality of its teacher workforce (Basu 2016). Teachers are the primary agents in delivering basic knowledge, values, and student achievement, yet their effectiveness depends not only on competence but also on commitment to their profession and institutions (Olurotimi et al. 2016; Gragasin et al. 2023; Manla 2021). Meyer and Allen's (1991) three-component model explains commitment as affective, continuance, and normative, with affective and normative commitment particularly associated with positive work behaviours and higher-quality instruction (Gragasin et al., 2023). In Sablayan South District, teachers work within administrative and socio-economic conditions marked by limited resources, remote locations, and community-specific needs, making localized inquiry necessary because broad literature has not fully established how known predictors operate in this context (Manla, 2021; Fang & Qi, 2023). The district context further underscores the study's relevance. As of December 15, 2025, Sablayan South

District had 9,893 learners and 264 teachers and Master teachers, resulting in a 37:1 pupil-teacher ratio. The district also implemented the Academic Recovery and Accessible Learning (ARAL) Program in 21 out of 22 schools, demonstrating teacher dedication through collaboration, learner monitoring, and small-group interventions (Cheng, 2024). At the same time, the district reportedly had no research conducted by School Heads, Master Teachers, and other Key Teachers because of limited research-related training, especially for Master Teachers (Guzman, 2025). The Individual Performance and Commitment Review Form (IPCRF) is presented in the manuscript as an important mechanism for accountability, professional development, fairness, and school improvement, with implications for teacher growth, retention, and student achievement (Zita and Pastor, 2020). These conditions make it important to determine which factors most strongly predict commitment so that district interventions are evidence-based rather than conjectural.

The reviewed literature consistently frames teacher commitment as multidimensional and strongly shaped by school leadership, organizational support, work environment, and teacher-level psychological factors. The Three-Component Model (TCM) emphasizes Affective Commitment (AC), Continuance Commitment (CC), and Normative Commitment (NC), with AC often regarded as the most desirable because of its association with stronger work behaviours and performance. The literature also shows that organizational commitment among teachers extends beyond the school itself and includes professional attachment and concern for student well-being (Ignacio\Malonzo; Ozdem\Sezer, 2019; Skaalvik\Skaalvik, 2016). Perceived Organizational Support (POS) is identified as a strong antecedent of both Affective Commitment and Normative Commitment because teachers reciprocate institutional care and recognition with loyalty and effort (To and Huang, 2022; Kurtessis et al., 2017). Work conditions also matter, as positive Quality of Work Life and reduced administrative burden can lessen burnout and school alienation while strengthening commitment. The literature further highlights job satisfaction and teacher self-efficacy as strong intrinsic predictors of commitment. Teachers who find meaning in their work and are satisfied with the core functions of teaching are more likely to develop Affective Commitment (Klassen and Chiu, 2021; Bogler & Somech, 2014). Likewise, teachers with high self-efficacy are more resilient, better able to manage classroom demands, and less likely to consider leaving the profession (Ignacio and Malonzo, 2025; Skaalvik and Skaalvik, 2016; Chesnut & Burley, 2015; Anog et al., 2024). Age and tenure appear to have more varied effects, with longer service often linked to Continuance Commitment because of accumulated benefits, while age-related findings on commitment and motivation remain mixed (De Guzman et al., 2019; De Guzman and Dumantay, 2019). Across these themes, the literature points to leadership, POS, job satisfaction, self-efficacy, work-life balance, and extrinsic conditions as relevant predictors, but it also indicates the need for district-level evidence in provincial Philippine settings.

At the global level, the literature recognizes teacher commitment as a determinant of workforce quality, instructional effectiveness, and retention (Basu 2016; Olurotimi et al. 2016). Nationally, the Philippine education system faces the persistent challenge of sustaining teacher commitment amid burnout, turnover intention, and uneven working conditions (Gragasin et al. 2023). Studies cited in the manuscript also show that commitment is shaped by leadership, organizational climate, self-efficacy, and job satisfaction, but that these relationships may vary across contexts (Fang & Qi, 2023; Reyes, 2020). Locally, Sablayan South District presents a distinctive setting because many schools are in rural and remote areas where access to educational resources and instructional materials is difficult. The district serves a diverse learner population, including Indigenous Peoples (IP), and relies on teachers and administrators who work under geographically specific constraints while sustaining inclusive educational practices. These conditions make Sablayan South District an important site for examining teacher commitment because localized evidence can guide context-sensitive retention, leadership, and support strategies better than generalized findings alone.

The study is primarily anchored in Meyer and Allen's Three-Component Model (TCM) of Organizational Commitment, which conceptualizes commitment through affective, continuance, and normative dimensions. This model serves as the foundation for understanding the dependent variable and for measuring teachers' emotional attachment, perceived cost of leaving, and sense of obligation to remain in the organization. The manuscript also uses Social Exchange Theory (SET) to explain how teachers' commitment develops in response to resources, support, and fair treatment from the school and the Department of Education; thus, factors such as Perceived Organizational Support and Principal Leadership are expected to predict commitment (Gragasin et al., 2023). The Job Characteristics Model (JCM) of Hackman and Oldham complements this framework by explaining how meaningful work, autonomy, and intrinsic motivation contribute to job satisfaction and self-efficacy, which in turn support affective commitment (Fang & Qi, 2023). The conceptual paradigm in the manuscript positions demographic profile and teacher experiences—specifically organizational/relational, intrinsic, and extrinsic factors—as independent variables that influence the three commitment dimensions and ultimately inform a proposed action plan. In this way, the study integrates organizational, relational, and individual explanations of teacher commitment into one predictive framework.

Although existing studies have already identified general predictors of teacher commitment such as leadership, school climate, self-efficacy, and job satisfaction, the manuscript argues that their efficacy and specific combinations have not been empirically examined in the localized environment of Sablayan South District (Fang & Qi, 2023). The literature also suggests that provincial and remote contexts may require stronger supportive leadership, better resource provision, and

more responsive work arrangements, but district-specific evidence remains limited. This creates a gap between generalized research findings and the actual needs of teachers in Sablayan South District. The rationale of the study, therefore, is to determine the significant predictors of organizational commitment among public elementary school teachers in Sablayan South District, specifically by examining demographic profile, organizational or relational factors, intrinsic factors, and extrinsic or personal factors in relation to affective, continuance, and normative commitment. The study also aims to identify significant relationships and differences and to generate an action plan for strengthening organizational commitment. The manuscript positions these objectives as theoretically relevant, practically useful for district leaders and teachers, and valuable for broader DepEd policy and future research (Gragasin et al., 2023; Ozdem & Sezer, 2019; Reyes, 2020).

The study most directly aligns with SDG 4 – Quality Education because it addresses teacher commitment as a condition for instructional quality, professional growth, and improved learner outcomes. Its attention to leadership, support systems, professional development, and teacher effectiveness is closely connected to sustaining quality teaching in public elementary schools. The discussion of burnout, work-life balance, and professional well-being also gives the study relevance to SDG 3 – Good Health and Well-Being, particularly in relation to healthier work environments for teachers. In addition, the study has a secondary connection to SDG 8 – Decent Work and Economic Growth because it addresses working conditions, retention, motivation, and organizational support within the education workforce.

This study contributes to educational sustainability by identifying factors that help retain committed teachers and strengthen teaching quality in a rural public school system. It supports institutional sustainability because its findings can guide district and school leaders in designing evidence-based interventions, professional development programs, workload policies, and leadership practices that are responsive to local needs. It also contributes to policy and governance sustainability by providing contextual evidence that can inform DepEd division- and regional-level human resource and support mechanisms for geographically challenged school districts (Reyes, 2020). The study further contributes to community and socio-economic sustainability because teacher commitment influences the stability of educational services delivered to learners and families in underserved communities. By improving teacher morale, retention, and instructional quality, the study supports more consistent and responsive schooling, which is particularly important in remote areas such as Sablayan South District. In this sense, the research extends beyond organizational analysis and supports a broader sustainability agenda centered on resilient schools, supported teachers, and better learning opportunities for children.

2. Material and methods

2.1 Research Design

The study employed a quantitative, non-experimental, descriptive-correlational design because it was intended to determine the nature and strength of the relationship between selected predictor variables and teacher commitment and to identify which variables best predict commitment. The manuscript also describes the study as using a correlational-predictive research design for analyzing the relationships and predictive influence of the independent variables on the three dimensions of teacher commitment (Gravetter & Forzano, 2018).

2.2 Locale of the Study

The study was conducted in Sablayan South District, Schools Division of Occidental Mindoro, under the supervision of the Department of Education in the MIMAROPA Region. The district is composed of public elementary schools located in the southern barangays of the municipality of Sablayan. The area is largely rural, with many residents depending on agriculture, fishing, and small-scale livelihoods. Some schools are in remote locations where access to educational resources and instructional materials is difficult. Despite these contextual constraints, the district schools serve diverse learners and continue to implement responsive and inclusive educational practices, including for Indigenous Peoples (IP).

2.3 Respondents of the Study

The respondents were public elementary school teachers in Sablayan South District, with a total of 149 participants. They were full-time teachers serving in schools under the administrative jurisdiction of the district and included teachers holding permanent positions as well as those with regular contractual appointments, provided that they were directly involved in classroom instruction during the period of data gathering. The respondents came from the district's public elementary schools and the Alternative Learning System unit within the district coverage.

2.4 Sample and Sampling Procedure

The manuscript states that the study primarily used purposive sampling to define the boundaries of the population of interest. Within this defined population, respondent selection depended on the size of the population. It also states that Academic Year 2025–2026 data were collected from public elementary school teachers in Sablayan South District through stratified random sampling methods due to differences in organizational structure and job descriptions across levels,

although the target respondents remained public elementary school teachers in the district. Data collection was undertaken during the second semester of AY 2025–2026.

2.5 Research Instrument

Structured survey questionnaires were used as the primary data-gathering instrument. The questionnaire was designed to measure the variables of the study based on the theoretical frameworks identified in the manuscript, namely the Theory of Cognitive Motivation, the Social Exchange Theory, and the Job Characteristics Model, while also capturing complex psychological constructs relevant to teacher commitment. All adapted items underwent expert validation by specialists in educational management and research methodology to assess clarity, appropriateness, and relevance. After validation, the instrument was pilot-tested, and internal consistency reliability was assessed using Cronbach's alpha, which yielded a coefficient of 0.979, indicating acceptable reliability before final administration. The questionnaire was organized into three parts: demographic and personal profile, teacher commitment as the dependent variable, and predictor variables classified into organizational, intrinsic, and extrinsic factors. For commitment, the primary tool identified in the manuscript was the Organizational Commitment Questionnaire/Modified Date or an alternate measure based on the Three-Component Model of Meyer and Allen.

2.6 Data Gathering Procedure

The researcher first secured permission from the Schools Division Office and the public school heads in Sablayan South District. After approval, prospective teacher-respondents were identified based on their relevance to the objectives of the study. The survey questionnaires were then distributed either in printed form or through email using Google Forms, depending on what was most convenient for the respondents. Before answering the survey, participants were informed about the purpose of the research, the voluntary nature of their participation, and the confidentiality of their responses. After retrieval, the accomplished questionnaires were checked for completeness, encoded, cleaned, and verified prior to statistical analysis.

2.7 Data Analysis Techniques

Descriptive statistics were first used to characterize the respondents and summarize the study variables. Frequency and percentage were applied to demographic profile data such as IPCRF rating, years of service, and professional development hours, while mean and standard deviation were used for the three dimensions of teacher commitment and all predictor variables. Pearson Product Moment Correlation Coefficient was used to determine the strength and direction of the linear relationship between each predictor variable and each commitment dimension. Analysis of Variance (ANOVA) was used to test significant differences among demographic groups with three or more categories, while the t-test was used for variables with two categories. To determine the strongest predictors of teacher commitment, Multiple Regression Analysis was employed through three separate regression models for affective, continuance, and normative commitment. This procedure enabled the researcher to assess the simultaneous effect of several independent variables on one dependent variable and to develop an empirical predictive model for teacher commitment in Sablayan South District.

2.8 Ethical Considerations

Ethical guidelines were observed throughout the study. Participation was voluntary, and respondents were given a clear explanation of the purpose, nature, and aims of the research before consent was obtained. Confidentiality and anonymity were protected by avoiding the collection of identifiable data and by presenting responses only in aggregate form. The study also complied with Republic Act No. 10173, or the Data Privacy Act of 2012, and handled identifiable and sensitive information according to the principles of transparency, legitimate purpose, and proportionality. Respondents were assured that the data would be used strictly for academic purposes and would not affect their professional standing or performance evaluation.

3. Results and Discussion

3.1 Profile and Commitment-Related Conditions of the Respondents

3.1.1 Demographic Profile

The respondents generally showed a strong professional profile. Most teachers were rated outstanding, while the rest were rated very satisfactory. In terms of length of service, the largest group had 6–10 years of service, followed by those with 11–15 years, indicating that the respondents were largely mid-career teachers. In training attendance, the largest proportion had completed 25–48 hours, followed by those with 8–24 hours and those with 73 hours and above, showing active participation in professional development. These results suggest a teaching workforce marked by generally high performance, moderate to long experience, and continuing engagement in capacity building. The discussion in the manuscript links this pattern to teacher quality and professional development, noting that effective professional development strengthens instructional quality and student outcomes. This interpretation is consistent with Kyomugisha (2025), Dheeraj & Kumari (2024), and Mwesigwa & Nakato (2025), who emphasize the value of teacher competence, growth, and mentoring across different experience levels.

Table 1. Demographic Profile

Variable	Frequency	Percentage
Teacher's performance rating		
Outstanding	103	70
Very satisfactory	46	30
Total	149	100
Length of service (in years)		
1-5	15	10
6-10	54	36
11-15	41	28
16-20	20	14
21 and above	19	12
Total	149	100
Trainings attended (No. of hours)		
8-24	40	27
25-48	50	34
49-72	23	15
73 and above	36	24
Total	149	100

3.1.2 Organizational Factors

Organizational factors were rated high overall, indicating that teachers generally perceived their school environment as supportive. Principal leadership style obtained the highest sub-mean, with collaboration, communication, ethical modeling, feedback, and sense of mission all rated highly. Perceived organizational support was likewise high, especially in terms of concern for teachers' well-being, leadership opportunities, recognition, and teacher feedback, while adequacy of resources received the lowest but still high rating. These findings indicate that principal leadership and organizational support contribute positively to teacher commitment. The discussion emphasizes that collaborative leadership reduces isolation and strengthens collective purpose, while institutional concern for teachers' well-being reinforces inclusion and retention. This is aligned with the manuscript's cited discussion that effective leadership and supportive school culture promote teacher engagement and commitment (Kelley, 2015; Spillett, 2013), and with the argument that perceived support from school administration strengthens teacher commitment (To and Huang; Kurtessis, et al).

Table 2. Extent of the outcomes that reflect the teacher respondent's commitment level in terms of organizational factors.

Indicator	Mean	Std.	Interpretation
Principal Leadership Style			
My principal inspires me with a sense of mission and vision.	4.36	.674	High
My principal provides timely and constructive feedback on my performance.	4.40	.724	High
My principal encourages collaboration among teachers and helps us build strong working relationship.	4.50	.695	High
My principal models positive professional behavior and ethical standards for school community.	4.41	.710	High
My principal effectively communicates school goals and keep teachers informed about important updates.	4.44	.729	High
Sub Mean	4.42	.706	High
Perceived Organizational Support			
My school/district provides adequate resources (materials, facilities) needed for teaching.	4.19	.735	High
The school administration shows concern for my personal well-being.	4.41	.735	High
The administration recognizes and appreciates the effort I put into my work.	4.36	.745	High
The school provides opportunities for me to take on leadership roles or contribute to school initiatives.	4.38	.759	High

The school regularly seeks feedback from teachers and uses it to make improvements	4.36	.680	High
Sub Mean	4.34	.731	High
Overall Mean	4.38	.719	High

3.1.3 Intrinsic Factors

Intrinsic factors received the highest overall ratings among the commitment-related conditions. Job satisfaction was high across all indicators, with the strongest result reflecting satisfaction in seeing students grow academically and personally. Teacher self-efficacy was also rated highly, especially in collaboration with parents, adapting instruction, classroom management, motivating learners, and handling instructional challenges. Overall, the respondents showed strong internal fulfillment and confidence in their teaching role. The discussion shows that intrinsic factors play a major role in sustaining teacher commitment because they reflect personal meaning, confidence, and fulfillment in teaching. Teachers who see student growth as rewarding and who believe in their capacity to manage classroom and instructional demands are more likely to remain engaged and effective. This interpretation is consistent with Chang and Sung (2024), Wang et al., 2025, Ignacio and Malonzo, 2025, and Skaalvik and Skaalvik, 2016, which all support the role of self-efficacy and intrinsic motivation in teacher satisfaction and commitment.

Table 3. *Extent of the outcomes that reflect the teacher -respondents commitment level in terms of intrinsic factors.*

Indicator	Mean	Std.	Interpretation
Job Satisfaction			
I am generally satisfied with the kind of work I do in my job.	4.55	.631	High
I am satisfied with the opportunities I have to use my skills and abilities	4.52	.632	High
I find deep fulfillment and meaning in teaching elementary learners.	4.56	.619	High
I feel that my efforts as a teacher are recognized and valued by the school community	4.44	.701	High
I find satisfaction in seeing my students grow academically and personally.	4.76	.460	High
Sub Mean	4.57	.609	High
Teacher Self-Efficacy			
I am confident in my ability to manage the classroom effectively.	4.53	.588	High
I can effectively motivate students who show low interest in schoolwork.	4.50	.611	High
I feel capable of adapting my teaching methods to diverse learners.	4.54	.642	High
I feel prepared to address any challenges that arise during lessons.	4.50	.622	High
I am confident in my ability to collaborate with parents to support their child's learning.	4.71	.524	High
Sub Mean	4.71	.524	High
Overall Mean	4.56	.603	High

3.1.4 Extrinsic Factors

Extrinsic factors were also rated high, though lower than intrinsic and organizational factors. Work-life balance received a high sub-mean, with the strongest result reflecting teachers' perception that school policies and expectations support a healthy balance between work and personal life. Teachers also rated workload and scheduling positively, although time for rest, hobbies, and self-care received the lowest score in this set. Perception of extrinsic rewards was likewise high, with promotion and career advancement rated highest, followed by supportive benefits and recognition, while salary and benefits package received the lowest rating, though still within the high range. These findings suggest that practical conditions such as balance, scheduling, promotion, and benefits support teacher commitment, even if they are not the strongest source of commitment compared with intrinsic factors. The discussion in the manuscript notes that work-life balance and fair reward systems help maintain commitment and improve satisfaction and retention. This interpretation is supported by Abdulaziz et al., 2022, Gilla et al. (2025), RAND (2025), Macaalay et al. (2025), and Creagh et al. (2023), all of which emphasize the importance of manageable workload, supportive policies, and teacher well-being.

Table 4. *Extent of the outcomes that reflect the teacher -respondents commitment level in terms of extrinsic factors.*

Indicator	Mean	Std.	Interpretation
Work-Life Balance (WLB)			
I find that my work duties leave me enough time for my personal life and family.	4.13	.895	High
I am satisfied with the current total workload (including teaching and administrative task.)	4.22	.845	High

The school policies and expectations support me in maintaining a healthy balance between work and personal life.	4.30	.723	High
I have enough time for rest, hobbies, and self-care outside of my teaching duties.	4.02	.919	High
The scheduling of meetings, events, and deadlines allows for reasonable work-life integration.	4.20	.716	High
Sub Mean	4.17	.820	High
Perception of Extrinsic Rewards			
I feel satisfied with my current salary and benefits package.	3.83	.950	High
I am satisfied with the fairness of promotion and career advancement opportunities in the district.	4.26	.871	High
The benefits provided (such as health insurance, leave credits and retirement) meet my needs.	3.93	.905	High
I feel that additional efforts or achievements at work are recognized through appropriate reward and incentives.	4.06	.902	High
The school offers competitive perks or support (like professional development funding) that add value to my job.	4.13	.827	High
Sub Mean	4.04	.891	High
Overall Mean	4.11	.856	High

3.2 Level of Organizational Commitment

3.2.1 Affective Commitment

Affective commitment registered the highest among the three commitment dimensions. Teachers showed strong emotional attachment to their schools, especially through active participation in school events because they care about the community and through a strong sense of belonging to the school. Their emotional connection to learners and families was also high. The discussion indicates that teachers' commitment is strongly grounded in emotional connection, sense of purpose, and concern for students and the school community. Affective commitment appears to be reinforced by intrinsic motivations such as fulfillment and emotional meaning in teaching. The manuscript explicitly relates this pattern to the Three Component Model from Meyer and Allen (1997), emphasizing that affective commitment reflects emotional attachment to the organization.

Table 5. *Affective commitment of the public elementary teachers.*

Indicator	Mean	Std.	Interpretation
Affective Commitment (Desire to Stay)			
I feel strong sense of belonging to my school.	4.50	.722	High
I feel emotionally attached to this organization.	4.36	.719	High
I really feel as if this school's problems are my own.	4.11	.834	High
I actively participate in school events because I care about our community.	4.68	.582	High
I feel a strong bond with my learners and their families.	4.46	.663	High
Sub Mean	4.42	.704	High

Scale: 1.00 - 1.49- Very Low; 1.50- 2.49- Low; 2.50 – 3.49- Moderate; 3.50- 4.49- High; 4.50-5.00- Very High

3.2.2 Continuance Commitment

Continuance commitment was also high, but it had the lowest sub-mean among the three dimensions. Teachers acknowledged that leaving their job would be costly, especially in terms of financial implications, relocation, and accumulated benefits. However, the relatively lower scores indicate that practical constraints influence their decision to stay but do not serve as the primary basis of commitment. The discussion interprets this result as evidence that teachers remain in their positions partly because of practical considerations, but these are secondary compared with emotional and moral reasons. The higher variability in continuance commitment further suggests that practical concerns differ across teachers depending on family obligations, finances, and employment alternatives. In the manuscript's interpretation, continuance commitment contributes to workforce stability, while affective and normative commitment more strongly reflect authentic professional dedication.

Table 6. *Continuance commitment of the public elementary teachers.*

Indicator	Mean	Std.	Interpretation
Continuance Commitment (Need to Stay)			
It would be too costly for me to leave my current job right now	3.96	.986	High
I feel I have very few options if I were to leave this school	3.79	1.01	High

One of the main reasons I continue working here is the lack of alternative alternatives.	3.45	1.09	High
Relocating for a new teaching job would disrupt my family's life significantly	3.74	1.05	High
My seniority and accrued benefits here make leaving financially unwise.	3.59	1.02	High
Sub Mean	3.70	1.03	High

Scale: 1.00 - 1.49- Very Low; 1.50- 2.49- Low; 2.50 – 3.49- Moderate; 3.50- 4.49- High; 4.50-5.00- Very High

3.2.3 Normative Commitment

Normative commitment was likewise high, indicating that teachers feel a strong sense of obligation to remain in their schools. The strongest indicators were responsibility to uphold school standards, fairness to students in avoiding unexpected transitions, and obligation to continue working in the school. Teachers also expressed guilt about leaving and concern for colleagues who rely on them. The discussion suggests that normative commitment is shaped by a moral sense of duty to students, colleagues, and school standards. It is explained as a combination of intrinsic concern for learners and supportive professional relationships within the school. The manuscript again connects this to the Three Component Model from Meyer and Allen (1997), in which normative commitment reflects obligation to remain with the organization.

Table 7. Normative commitment of the public elementary teachers.

Indicator	Mean	Std.	Interpretation
Normative Commitment (Obligation to Stay)			
I feel a sense of obligation to continue my employment at this school	4.20	.877	High
My colleagues count on me, and I wouldn't want to leave them short-handed	3.97	.911	High
I would feel guilty if I left my job right now	4.13	.872	High
I have responsibility to uphold the standards this school is known for	4.35	.770	High
Leaving now would leave my students with an unexpected transition, which I feel is unfair	4.22	.876	High
Sub Mean	4.17	.861	High

Scale: 1.00 - 1.49- Very Low; 1.50- 2.49- Low; 2.50 – 3.49- Moderate; 3.50- 4.49- High; 4.50-5.00- Very High

3.3 Relationship Between Commitment-Related Factors and Commitment

The results show that all measured outcomes had significant positive relationships with affective, continuance, and normative commitment, with all significance values at .000. For affective commitment, teacher self-efficacy had the strongest correlation, followed by job satisfaction and organizational support. For continuance commitment, leadership style had the highest correlation, followed by organizational support, teacher self-efficacy, and job satisfaction. For normative commitment, all variables showed moderate positive correlations, with work-life balance having the highest relationship. Overall, the combined outcomes had a moderate positive relationship with overall commitment. The discussion indicates that teacher commitment is influenced by both individual and organizational conditions. Affective commitment is most closely associated with intrinsic confidence and fulfillment, continuance commitment is strongly linked with leadership and organizational conditions, and normative commitment reflects a combination of balance, support, and professional values. The manuscript concludes that the null hypothesis was rejected because leadership styles, organizational support, and intrinsic and extrinsic variables all had statistically significant effects on teacher organizational commitment. This interpretation is connected in the discussion to Social Exchange Theory (SET), which explains commitment as a response to perceived support and benefits from the institution, and to Ozdem and Sezer 2019, which emphasizes the role of transformational leadership in teacher commitment.

Table 8. Relationship between the outcomes and the current level of commitment.

Independent Variable	Dependent Variable	Correlation Coefficient	Significance	Description
Leadership style	Affective Commitment	.595*	.000	Significant
Organizational support		.658*	.000	Significant
Job satisfaction		.683*	.000	Significant
Teacher self-efficacy		.702*	.000	Significant
Work -life balance		.459*	.000	Significant
Perception of extrinsic rewards		.504*	.000	Significant
Leadership style	Normative Commitment	.772*	.000	Significant
Organizational support		.642*	.000	Significant
Job satisfaction		.549*	.000	Significant
Teacher self-efficacy		.553*	.000	Significant

Work -life balance	Continuance Commitment	.453*	.000	Significant
Perception of extrinsic rewards		.238*	.000	Significant
Leadership style	Normative Commitment	.394*	.000	Significant
Organizational support		.355*	.000	Significant
Job satisfaction		.457*	.000	Significant
Teacher self-efficacy		.431*	.000	Significant
Work -life balance		.490*	.000	Significant
Perception of extrinsic rewards		.409*	.000	Significant
Overall Outcomes	Overall Commitment	.519*	.000	Significant

3.4 Differences in Commitment When Grouped According to Demographic Profile

Performance rating showed significant differences across affective commitment, continuance commitment, normative commitment, and overall commitment. In contrast, length of service and trainings attended showed no significant differences in any commitment dimension. This means that teachers' performance ratings significantly differentiated their levels of commitment, while tenure and training hours did not. The discussion interprets these results to mean that the null hypothesis was partially rejected. It was rejected for performance rating because differences in performance corresponded to meaningful differences in commitment, but it failed to be rejected for length of service and training attended. The manuscript explains that higher-performing teachers may also have stronger self-efficacy, fulfillment, and job satisfaction, which are closely associated with greater commitment. At the same time, the absence of significant differences by tenure and training suggests that commitment depends more on organizational climate and motivational conditions than on years of service or training exposure alone. This interpretation is supported in the discussion by Ignacio and Malonzo, 2025, Skaalvik and Skaalvik, 2016, and the general argument that job satisfaction and organizational commitment reinforce teacher performance and retention.

Table 9. *Difference in the teachers' level of commitment when grouped according to demographic profile.*

Independent Variable	Dependent Variable	t/F- value	Significance	Description
Performance Rating	Affective Commitment	3.068	.003	Significant
Length of Service		1.342	.257	Not Significant
Training Attended		1.878	.136	Not Significant
Performance Rating	Continuance Commitment	2.474	.016	Significant
Length of Service		.223	.925	Not Significant
Training Attended		.866	.460	Not Significant
Performance Rating	Normative Commitment	2.704	.008	Significant
Length of Service		1.322	.265	Not Significant
Training Attended		1.035	.379	Not Significant
Performance Rating	Overall Commitment	2.769	.007	Significant
Length of Service		.570	.685	Not Significant
Training Attended		1.265	.289	Not Significant

3.5 Predictors of the Dimensions of Commitment

Regression analysis showed that only selected factors significantly predicted commitment dimensions. For affective commitment, teacher self-efficacy and work-life balance were significant predictors. For continuance commitment, work-life balance and perception of extrinsic rewards significantly predicted commitment. For normative commitment, work-life balance was the only significant predictor. For overall commitment, teacher self-efficacy and work-life balance were significant predictors. Leadership style, organizational support, and job satisfaction were not significant direct predictors in the regression model. The discussion explains that while many variables were significantly correlated with commitment, only a few had direct predictive power when considered together. Teacher self-efficacy emerges as a strong internal driver, while work-life balance appears as the most consistent external predictor across commitment dimensions. Perception of extrinsic rewards is particularly important for continuance commitment, indicating that tangible benefits affect teachers' retention-related decisions. The manuscript further argues that leadership style and organizational support may operate indirectly by shaping conditions such as self-efficacy and work-life balance. This interpretation is linked to Ignacio and Malonzo (2025), Chesnut and Burley, 2015, and Bandura's Social Cognitive Theory as discussed in the manuscript, reinforcing the view that confidence, autonomy, and balanced work conditions are central to sustained teacher commitment.

Table 10. *Categorical outcomes of the teachers influence or predict the dimensions of commitment.*

Independent Variable	Dependent Variable	Beta Coefficient	Significance	Description
Leadership style	Affective Commitment	.165	.136	Not Significant
Organizational support		.066	.592	Not Significant
Job satisfaction		.059	.632	Not Significant
Teacher self-efficacy		.228*	.022	Significant
Work -life balance		.223*	.026	Significant
Perception of extrinsic rewards		.155	.114	Not Significant
Leadership style	Continuance Commitment	.125	.322	Not Significant
Organizational support		.157	.283	Not Significant
Job satisfaction		.108	.444	Not Significant
Teacher self-efficacy		.086	.444	Not Significant
Work -life balance		.200*	.008	Significant
Perception of extrinsic rewards		.313*	.005	Significant
Leadership style	Normative Commitment	.136	.243	Not Significant
Organizational support		.165	.203	Not Significant
Job satisfaction		.150	.251	Not Significant
Teacher self-efficacy		.170	.100	Not Significant
Work -life balance		.260*	.014	Significant
Perception of extrinsic rewards		.118	.252	Not Significant
Leadership style	Overall Commitment	.165	.136	Not Significant
Organizational support		.066	.592	Not Significant
Job satisfaction		.059	.632	Not Significant
Teacher self-efficacy		.228*	.022	Significant
Work -life balance		.223*	.026	Significant
Perception of extrinsic rewards		.155	.114	Not Significant

4. Conclusion & Recommendations

Most teachers in Sablayan South District were rated outstanding, had moderate teaching experience, and actively participated in professional development. Organizational, intrinsic, and extrinsic factors were all perceived to a high extent, with intrinsic factors, particularly job satisfaction and teacher self-efficacy, emerging as the strongest contributors to commitment-related outcomes. Teachers likewise demonstrated high organizational commitment across affective, continuance, and normative dimensions, with affective commitment as the strongest and continuance commitment as the lowest. Leadership style, organizational support, job satisfaction, teacher self-efficacy, work-life balance, and perception of extrinsic rewards significantly influenced teacher commitment, while performance rating produced significant differences in commitment levels, unlike length of service and training attended. Among the predictors, teacher self-efficacy and work-life balance had the greatest effect, while perception of extrinsic rewards predicted continuance commitment; leadership style, organizational support, and job satisfaction were correlated with commitment but did not show direct effects.

The school should implement mentorship opportunities for new teachers and strengthen training programs that support teacher self-efficacy and healthy work-life balance. School leaders should sustain positive and supportive relationships with staff and stakeholders and institutionalize a holistic environment that strengthens intrinsic motivation, work-life balance, and organizational support. Policymakers should improve feedback and recognition systems and ensure that support structures are accessible to all teachers regardless of years of service. School- and district-level policies should also enhance teachers' sense of control over their work, support work-life balance, and maintain fair and transparent incentive and recognition systems. In addition, the proposed action plan should be systematically implemented to strengthen organizational commitment among public elementary school teachers, while future researchers may examine other

variables not included in the study or conduct comparative studies across different schools.

The study was limited by its focus on a specific geographical area, Sablayan South District, which restricts broader generalizability to other districts or regions. Its sample, although statistically determined, represented only a small portion of the wider teacher population, and the inability to fully use random sampling may have excluded other relevant perspectives. The use of single-semester, cross-sectional data also limited the analysis of changes over time, and other possible external influences, such as personal situations, school climate, and economic status, could not be controlled. The study nevertheless remained within its correlational-predictive design (Gravetter & Forzano, 2018).

Compliance with ethical standards

The study was conducted in accordance with institutional ethical standards and with the necessary permission from the Schools Division Office and the Public-School Heads of Sablayan South District. Participation was strictly voluntary, and all respondents were given a clear explanation of the purpose, nature, and objectives of the research before providing informed consent. Confidentiality and anonymity were upheld throughout the study by ensuring that no identifiable personal data were collected and that all responses were reported only in aggregate form. The researcher complied with Republic Act No. 10173, or the Data Privacy Act of 2012, and managed all collected information in accordance with the principles of transparency, legitimate purpose, and proportionality. The data were used solely for academic purposes and did not affect the respondents' professional standing or performance evaluation.

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