

Correlates of organizational commitment: Basis for strategic intervention plan

Caballes, Cinderella S. ✉

Mindoro State University, Philippines (cinderella.caballes@deped.gov.ph)

Limos-Galay, Jenny A.

Divine Word College of San Jose, Philippines (jennygalay05@gmail.com)



ISSN: 2243-7770
Online ISSN: 2243-7789

OPEN ACCESS

Received: 30 November 2023

Revised: 20 December 2023

Accepted: 31 December 2023

Available Online: 31 December 2023

DOI: 10.5861/ijrsm.2023.1148

Abstract

The main objective of the study was to determine the extent of organizational commitment in DepEd Occidental Mindoro and its correlate, namely organizational identity and job satisfaction. The study involved 299 school heads and teachers from large schools in the province. A descriptive-correlation design was employed the findings revealed that organizational identity, in terms of professionalism, career progression, organizational culture, and organizational climate were all to a great extent. Regarding job satisfaction, the respondents expressed a great extent of satisfaction with supervision, colleagues, responsibility, and work itself while a moderate extent of satisfaction was observed for indicators such as working conditions, salary/benefits, advancement, security, and recognition. Surprisingly, affective, continuance and normative commitment are all described as moderate extent. Using Kendall's Tau, positive relationships were identified among organizational identity and organizational commitment, organizational identity, and job satisfaction, and job satisfaction and organizational commitment. This suggests that any changes or increase in the extent of identity and job satisfaction may impact the overall organizational commitment. All indicators were described as either moderate or great extent, therefore, it is recommended to maintain or sustain these levels for a more effective human resource management. Thus, A strategic intervention plan is designed to elevate the extent of these three major elements which are believed to contribute to human resource production management.

Keywords: organizational identity, job satisfaction, organizational commitment, strategic intervention plan, public school teachers, head teachers

Correlates of organizational commitment: Basis for strategic intervention plan

1. Introduction

There have been numerous or vast hiring of teachers since K12 started to be offered in the country. Plenty of items from Teacher I to III and Master Teacher I to II were given to applicants who deserved it. All placements were based on the ranking process duly executed by ranking committee, properly observed by higher officials, and accompanied by necessary training for the full blast of implementation of K12, specifically Grades 11 and 12. Most of the items were given with upgraded positions, allowing teachers to advance with their colleagues in terms of salary and other benefits. Despite this, the fact that teachers accept the position or item for the sake of the job cannot be denied. They enjoy it from the day they enter the service. Since Filipino teachers are resilient and resourceful, still, they still execute teaching with pride and enthusiasm. Some of them after several years, are questioning their contentment, fulfillment, and satisfaction with the different angles of the teaching profession. Once they availed and enjoyed a fair salary and have availed also various types of loans from private or government agencies, their interest in performing their job may decrease along with their level of commitment at work (Berry et al., 2010).

The sad part is that since the mass hiring in 2016, there has been no progression in the career of teachers compared to junior high school teachers. Aside from that, other factors are believed to affect the productivity among educators (Blazar & Kraft, 2017). Tendency is, that they cannot render a satisfying service which is to teach our youth and be an instrument in their growth and development as an individual. Being committed among its employees is a blessing to an organization for it to prosper. It entails productivity, being consistent, and loyal to service. It is good to bear in each teacher's mind that loyalty shall not only be given to the school head as a principal but to the organization which is the Department of Education. Therefore, the commitment should be given to whoever leads their respective school considering that we are following a centralized system in which guidelines are coming from the Department of Education, down to the Regional Office, then the Division Office.

An organization, to thrive and sustain requires investment. This is true especially when it comes to human resources. It cannot be established, penetrated, or even developed overnight. Establishing an identity in an organization is not easy. It takes time, good and bad experiences, and collaboration among the workforce to achieve harmony and working enthusiasm. Thus, the main role of the teacher is to transfer knowledge. Helping students achieve their goals, for this to happen, it was suggested to create a productive learning environment and maintain a career. A key element in raising children's success level is teacher dedication (Altun, 2017). However, it was found that the lowest attendance commitment and the highest emotional involvement were in academics (Hamid & Earlyanti, 2023). While it had high levels of emotional and normative commitment, it also demonstrated low levels of attendance commitment.

In the report of Mangaleswarasharma (2017), forty-five percent (45%) of instructors are completely satisfied with their work in the classroom as they said that they loved it. They are motivated to work in their field. Some of them, however, felt displeased with their occupations and wanted to find alternative employment. Therefore, it is advised that teachers be given chances for relevant training and professional development, pay raises, and respect and recognition to encourage them and to boost their level of job satisfaction. When emotion is involved and the teachers feel that they do not want to leave the organization because of identified reason/s, and the feeling of a sense of obligation prevails, here comes the issue of organizational commitment. Like when job satisfaction, is believed to be one of the factors that affect commitment in an organization. They developed a strong sense of attachment, and it is believed that they perform their job with the highest level of commitment. They are happy at work that it doesn't matter if they give extended service and time if it is for and in the name of the organization (Hamid & Earlyanti, 2023).

At present, the continuity of education in the country amid the coronavirus disease (COVID-19) situation is hanging in the balance with teachers complaining of burnout, an organization of education workers warned, (Malipot, 2021). In response to the question concerning teacher statistics McCain (2022), revealed that 44% of teachers left their jobs within the first five years. Most frequently stop teaching completely rather than merely leaving their jobs. This rate is significantly greater than that of most American jobs, even ones with a reputation for having high rates of burnout, like police officers. Still, in the United States, only 36% of workers feel engaged at work, which is a serious worry. In addition, Garcia and Weiss (2020) revealed the need for teachers as significant, acute, and expanding. The deficit is considerably worse than currently anticipated when measures of teacher quality such as certification, pertinent training, experience, and the like are taken into account, with high-poverty schools suffering the most from the lack of credentialed instructors. This matters because a teacher shortage affects both students and instructors, as well as the public education system. High teacher turnover uses up financial resources that may be used elsewhere, while a lack of skilled teachers threatens students' capacity to learn and undermines teachers' efficacy. In addition, all government employees have to conform to every rule and strengthen their level of commitment for them to stay in their organization.

There have been numerous researchers worldwide who focused on the relatively psychological aspect of employees particularly those who work in the education sector (Siri et al., 2020). In local scenarios, it is so rare to mention and use the word organizational identity, particularly in casual conversations, conventions, symposiums, and the like. If ever it was, it happens slightly only that there are no deep or detailed illustrations and lectures. The specific topics or literature that are associated with organizational identity are the organizational climate, culture, and employees' behavior. Those topics seem to be abstract and general and the bottom line is that organizational identity always reflects personal, professional, or inner identity. The researcher tries to connect the three elements; organizational identity, job satisfaction, and organizational commitment hoping that the first two mentioned were the independent and the latter as dependent variables and to identify the relationship between those three variables. In addition, it would be interesting to identify the existing relationship between these variables with organizational identity, and its possible contribution to workforce motivation for increased productivity. Additionally, this time that the coronavirus pandemic is about to end and we are at the onset of the recovery phase in education, and all stakeholders are collaborating on its success, including the school heads, teachers, students, and the like, it would be challenging to assess or determine the current level of organizational identity with professionalism, career progression, organizational culture, and organizational climate. Determining its extent and whether which of the indicators under each variable affects each other most given school heads and teachers. Much literature and studies have been conducted all over the world proving the connection between the issue of commitment to job satisfaction and organizational identity and yet, there is no existing literature focusing on these topics here in the Philippines, particularly in the province of Occidental Mindoro and this is the research gap that this study intends to fill.

Through this endeavor, the researcher believes that anyone especially teachers would be aware that the constructs or content that were measured in this study through the succeeding indicators will impart an insight about these big topics, their nature and present status, and their implications to schools and office management. Most studies similar to this resulted in job satisfaction as its dependent variable but with different independent variables used. This study tries to prove that job satisfaction determines the extent of commitment a secondary school head and teacher has. The result of this study would serve as a basis for the formulation of an intervention strategy on improving or increasing the extent of organizational identity, job satisfaction, and organizational commitment among DepEd school heads and teachers, for a more motivated and productive workforce in education. The researcher is hoping that the result of this study will serve as the basis of plans that would be executed for the welfare of not only the DepEd employees but also for maximizing the learning and development of Filipino learners.

1.1 Statement of the Problem

Generally, this paper aimed to determine the level of organizational commitment of the public secondary

school heads and teachers in Occidental Mindoro as affected by the levels of their organizational identity and job satisfaction. Specifically, this tried to answer the following questions: (1) To what extent do secondary school heads and teachers manifest their organizational identity in terms of professionalism, career progression, organizational culture; and organizational climate? (2) What is the extent of job satisfaction of the respondents in terms of supervision, colleagues, working conditions, salary/wage benefits, responsibility, work itself, advancement, security, and recognition? (3) What is the extent of organizational commitment of the respondents in terms of affective, continuance, and normative? (4) Is there a significant relationship between organizational identity and the job satisfaction of the respondents? (5) Is there a significant relationship between organizational identity and the organizational commitment of the respondents? (6) Is there a significant relationship between job satisfaction and the organizational commitment of the respondents? (7) Based on the analysis of the study, what intervention strategy plan may be proposed?

1.2 Significance of the Study

The findings of this study are expected to be beneficial to the following persons or groups: The result of this study would contribute to students' morale and credentials especially when they came from reputable organizations with fair identity. The school's name itself would be lifted because of its image to the public. It is assumed that organizational identity, job satisfaction, and organizational commitment relate to each other and if this happens, the tendency is to have a quality and confident way of teaching. Thus, good learning would take place. Teachers are believed to be a beneficiary of this advocacy because whatever action and program is laid to them, would make them feel prioritized because they are part of an organization that interacts and deals with each other on a day-to-day basis. The result of this study, especially the extent of organizational identity, job satisfaction, and organizational commitment would lead to teacher's awareness of the status of the relationship of these important elements on their career development and would eventually serve as an inspiration to grow further as they understand the determinants of organizational commitment. The result of this study would lead the school heads in adjusting to their role as it is assumed that one factor in increasing job satisfaction of teachers is supervision and giving of rewards and opportunities for teacher growth. Also, the result would help them in planning and prioritizing necessary measures to uplift teachers' and employees' need and promote teacher's organizational involvement. This would also serve as a reference to school heads on how to motivate their teacher and employee in achieving their goal.

In addition, other stakeholders like school partners, other organizations, parents and the like would also deem to be a beneficiary of the result of this study. Since they are part of the implementation of school's vision, mission goals and objectives, it would be essential that they understand where this organization stands at present. Whether the employees reflect satisfaction towards their job and the level of commitment an employee can give to an organization. When these happens, trust would be established and would also affect their level of commitment to the said organization. The entire agency, specifically the public schools under Department of Education would benefit from the result of this study and would enable them to understand how and why common issues exists. This would serve as reference to the management in designing appropriate plans of actions to improve the performance and engagement level of DepEd Employees. Through the findings, awareness on the entire organizational identity would also establish, strong points would be maintained, and weak points would be strengthened. The findings of this work would serve as a reference to DepEd officials on making decisions for strengthening human resource such as school heads and faculty developmental training and capacity building. It would also help them which indicator under job satisfaction and organizational commitment would be given prioritized in budget allocation, program implementation and monitoring. Lastly, the result of this study would serve as reference of future researchers whose focus are on managerial issues in educational organization.

1.3 Scope and Delimitation of the Study

This study focused on the extent of organizational identity, job satisfaction and organizational commitment

of the public secondary schools of the Division of Occidental Mindoro. The existing relationship between and among each variable was also determined. The extent of organizational identity was determined in terms of professionalism, career progression, organizational culture and organizational climate. Extent of job satisfaction was identified in terms of supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security and recognition and extent of organizational commitment was determined in terms of affective, continuance and normative aspect.

This study was conducted in eight (8) largest public secondary schools, categorized as mega or big, of the lone district of Occidental Mindoro according to number of teachers, master teachers and students. The secondary teachers are at least having one (1) year in service, and for school head, regardless of their length of stay in their current school. Due to the controversial ongoing environmental issues like extreme hot weather brought by climate change and the rotational brownout averaging at almost twenty (20) hours per day which is assumed to be brought up and related to political issue in the place, although this study benefit from focused face-to-face discussion, this cannot be implemented due to uncomfortable condition that may lead to uneasy collection of responses, therefore so this study utilized either online platform and printed questionnaire for data collection, depending on the convenience for both the researcher and the respondents. Another factor that affected the data-gathering process was the hectic schedule of the respondents and the distance of one school to another where the researcher needed to conduct her study. Limited to eight (8) largest schools, no other school is included in this study. Volunteer and probationary teachers were not allowed to participate in the study. This study was conducted during the school year 2022-2023. The said respondents met the set criteria. Hence, they were selected using purposive random sampling.

2. Methodology

Research Design - This study intends to determine the extent of organizational identity, job satisfaction, and organizational commitment among the public secondary school teachers and school heads in Occidental Mindoro. The researcher used a quantitative approach to measure and analyze pertinent data needed with the accuracy of results expected. A quantitative approach is the process of gathering and interpreting numerical data is known as quantitative research. It may be used to identify trends and averages, formulate hypotheses, examine causality, and extrapolate findings to larger groups. Gathering numerical data and utilizing mathematical analysis (especially statistics) to explain phenomena. It was formulated by Daniel Starch in the 1920's-1930's. The descriptive correlation design was used in this study. In descriptive design, population, circumstance, or phenomena is intended to be correctly and methodically described through descriptive study. What, where, when, and how inquiries can be answered, but why questions cannot, (McCombes, 2019). The relationship between organizational identity and job satisfaction (independent variables) was tested whether as to they affect teachers and school heads' level of commitment (dependent variable) in their respective schools and in the DepEd as a whole or not. The descriptive-correlational design was utilized to describe the level of these variables and to test the existence of correlation between and among each of them.

Sampling Procedure - To cover the entire locale of the proposed research, and to get equal representative from each school, the stratified sampling method was applied. The total population of public secondary school heads and teachers from big or mega category which consists of Junior High School and Senior High School teachers is one thousand three hundred thirty (1330). The computed sample size is 299 using Raosoft calculator with 5% margin of error and 95% level of significance. To ensure that the objectives be met, the researcher used purposive sampling wherein it was assured that respondents are characterized by the set inclusion criteria.

Respondents of the Study - The respondents of the study were two hundred ninety-one (291) public secondary school teachers from junior and senior high school together with eight (8) school heads of big or mega secondary schools in the province of Occidental Mindoro, with a total of (299). Teachers are all a regular -permanent Junior or Senior High School teachers, with a minimum of 3 years working experience in DepEd and who are 25 years old and above. They work and collaborate with the same vision and mission, policies and

objectives. They are oriented to render loyalty to the Department of Education and assume duties and responsibilities as public-school teacher and school heads as they enter the organization, and they are expected to perform the task that are stipulated in their job description during their induction program even beyond working hours and whenever the exigency of service arise.

Research Instrument - To gather necessary data regarding the determination of the level of organizational identity, job satisfaction and organizational commitment, the researcher prepared an adopted, revised and modified from the standardized or ready-made questionnaires used by the previous researchers, and modified according to the need of this study. The questions for affective, continuance and normative commitment was adapted from Allen and Meyer (1990), organizational identification was gain from Miller et al. (2000), and job satisfaction is from Lester (1984). The Likert scale was used to identify their level of self-evaluation towards their organizational identity, job satisfaction and organizational commitment. Respondents were asked to tick any number, 4 as the highest and 1 as the lowest when it comes to their actual experiences, agreement, and description of their distinction as a member of the organization. The instrument consists of a total of 160 items which are expressed through statements describing three aspects: Organizational Identity, comprising 40 items in Part I, Job Satisfaction, comprising 90 in Part II, and Organizational Commitment, comprising 30 items in Part III. Follow-up interviews were conducted the respondents using guide questions to validate their responses.

The questionnaire was presented for validation to ensure its objectivity. Content validation of the instrument was done by five (5) experts in the locality to determine the flaws and needs for improvement so that necessary changes and revisions could be initiated. To ensure that the instrument is designed to measure it intended purpose, the content of the instrument was consulted with individuals who have expertise in organizational management and organizational behavior. These individuals are seasoned teachers with experience and proven factors that affect job satisfaction. For its face and content validity, the method specialist and the adviser were consulted. For concurrent and predictive validity, the expertise, insights, and suggestions from research experts were sought. One of the experts is a leader of one of the big schools, holding a doctorate in educational management. The other expert is also an education specialist, a research expert and a supervisor, as well as a school head from a big school who also holds a Doctor of Education degree major in Educational Management. To establish the reliability of the of the research instrument, pilot testing was conducted. Validated instruments were distributed to 30 non-respondents who work in the Department of Education in the Division of Occidental Mindoro. The data gathered was tabulated using a spreadsheet and submitted to the data analyst for a reliability test. The questionnaire was tested for internal reliability based on Cronbach Alpha. The degrees of reliability of all computed coefficients were judged based on a five (5) percent level of significance.

Table 1

Reliability Results of the Instruments

Variables	Items	Cronbach Alpha	Description
Professionalism	10	.933	Very Reliable
Career Progression	10	.951	Very Reliable
Organizational Culture	10	.906	Very Reliable
Organizational Climate	10	.903	Very Reliable
Organizational Identity	40	.976	Very Reliable
Supervision	10	.922	Very Reliable
Colleagues	10	.951	Very Reliable
Working Condition	10	.932	Very Reliable
Salary/Benefits	10	.906	Very Reliable
Responsibility	10	.810	Very Reliable
Work Itself	10	.920	Very Reliable
Advancement	10	.947	Very Reliable
Security	10	.802	Very Reliable
Recognition	10	.914	Very Reliable
Job Satisfaction	90	.976	Very Reliable
Affective	10	.862	Very Reliable
Continuance	10	.886	Very Reliable
Normative	10	.883	Very Reliable
Organizational Commitment	30	.933	Very Reliable

The computed Cronbach alpha for the indicators of the three variables, organizational identity, job satisfaction, and organizational commitment with 40 items, 90 items, and 30 items respectively resulted in a very reliable questionnaire. The questionnaire is ready for administration to the public secondary school teachers and head teachers in Occidental Mindoro.

Data Gathering Procedure - Before data gathering, the permit to gather essential information was secured by the researcher. A formal letter was sent to the Schools Division Superintendent of DepEd-Occidental Mindoro asking permission to allow the researcher to conduct the study. To access those isolated municipalities that are hard to reach, the questionnaire was sent via an online platform specifically, the Google Form. Those teachers who are serving the nearby municipalities were asked to answer it on a hard copy, face-to-face basis. To ensure the safety of both the researcher and respondents, safety protocols set by IATF were strictly observed. The researcher ensured that she wore a facemask and applied alcohol from time to time especially if she had physical contact with different respondents in different places. Upon arrival at each school, the researcher conducted a courtesy call to each school head. The researcher introduced herself first and explained the need to conduct a study. The researcher presented the permit to conduct a study and informed that the school head was also included as one of the respondents. The process and nature of data collection were explained including the duration. Furthermore, the structure of the research instrument and the directions on how respondents should accomplish the survey were explained. Data collection formally started with participants being asked to answer questionnaires about their self-assessment, perception, and awareness regarding their organization's level of identity, level of job satisfaction, and level of organizational commitment. Additionally, follow-up interviews were randomly conducted with selected respondents to address any issues or concerns they might be experiencing and to substantiate and validate their responses. After the three to five-day period, the computed questionnaires were retrieved. The retrieved data related to the topic of this research was collected, sorted, edited, coded, tallied, tabulated interpreted, and presented to the data and method analyst for accuracy assessment.

Statistical Treatment of the Data - To determine the extent of organizational identity, job satisfaction, and organizational commitment, descriptive statistics was utilized specifically, the mean of responses for each item was treated using weighted mean, and to test whether there is a relationship between and among these variables, and at the same time to analyze the existence of a relationship between and among the given variables, Kendall's tau-b. This was used because the classification of estimates and the Likert scale is ordinal. All data was consolidated and processed with the use of IBM SPSS (Statistical Package for the Social Sciences) software.

3. Results and discussions

Table 2

Mean extent of organizational identity

Indicators	Overall Mean	Verbal Description
Professionalism	3.58	Great Extent
Career Progression	3.48	Moderate Extent
Organizational Culture	3.51	Great Extent
Organizational Climate	3.43	Moderate Extent

Scale: 3.51-4.00 Great Extent; 2.51-3.50- Moderate Extent; 1.51-2.50- Slight Extent; 1.00-1.50- Low Extent

Table 2 shows the extent of organizational identity in terms of professionalism, career progression, organizational culture, and organizational climate. It can be gleaned from the table that the items in this indicator resulted to a great and moderate extent with 3.58, 3.48, 3.51, and 3.43 overall mean respectively. It means that employees are working together, and they believe that it is the right thing to do. In all managerial processes, from planning to execution, up to monitoring and evaluation, schools will benefit when school heads involve their teachers. Most of the respondents are manifesting a great extent of organizational identity in terms of professionalism in their respective schools. They are helping with each other when performing their job through good communication, sharing opinions, and helping others to build their own professional identity. An interview

was conducted among school heads and teachers on how they improve themselves professionally, and most of them answered that they are pursuing their graduate studies in master's and doctorate. For them, it is their weapon that will help them to mobilize their career and get some promotion. They are securing and preparing their credentials by attending seminars, training, leadership activities, and community activities while all waiting for the guidelines for promotion and the promised New Merit Selection Policy for teachers or the Career Progression. They also adhere to the standards stipulated in the IPCRF-OPCRF for teachers and school heads. Through this, they believe that they are performing according to the set expectations of their employer, the DepEd. In support of the current study, Tantawy (2020) discussed that understanding how teachers advance professionally and the factors that go into that growth can help to increase their professional development (PD). It is worth noting that strong support from the administration towards teachers and school heads greatly contributes to the organizational identity in terms of professionalism and other areas. The more professionally developed a teacher becomes the higher the livelihood of their commitment to the organization. They are also willing to share the knowledge they acquired with their respective schools.

In connection to organizational culture, there is a good practice of collaboration among teachers and school heads in working organization's goal. It denotes that school heads and teachers are working cooperatively in developing new programs and policies, spending time together to discuss ways to improve the school, and the committed to professional growth and improving teaching and learning. It implies that teachers adequately plan teaching and learning activities. This means that school heads perceive and practice great culture in education, which they pass on to teachers and students. On the other hand, Alegado (2018) attested that lack of formal leadership training, as well as the teacher classification that they adhere to, were the two phenomena that were highlighted as barriers to a teacher leadership's development.

In terms of organizational climate, the study shows that organizational climate is not fully practiced in maximum in every school. Although it is not low, there is a need to increase its extent through establishing a consistent practice and valuing then when it comes to performing tasks and dealing with stakeholders. According to interviews with the group of school heads and teachers, many teachers were enthusiastic because of generous praises and recognition from their school heads. This serves as the intrinsic motivation that makes them perform more actively in school activities specifically in teaching. The spirit of *damayan* is still there when they have problems that need to be resolved. Welcoming new teachers is also a best practice for more schools. Fornham & Goodstein (2013) clarified the notion of organizational environment and discussed how it is founded on shared experiences and meaning as one of the traditions and practices, newly hired or newly transferred teacher in one station receives warmth welcome, assistance, and orientation as well as colleagues that will guide them on the existing culture in the school. Sharing of ideas, experiences, history, and other basic information that can help is expected to happen between colleagues.

Table 3

Mean extent of job satisfaction

Indicators	Overall Mean	Verbal Description
Supervision	3.53	Great Extent
Colleagues	3.58	Great Extent
Working Conditions	3.36	Moderate Extent
Benefits and Salary	2.84	Moderate Extent
Responsibility	3.66	Great Extent
Work Itself	3.58	Great Extent
Advancement	3.45	Moderate Extent
Security	3.43	Moderate Extent
Recognition	3.41	Moderate Extent

Scale: 3.51-4.00 Great Extent; 2.51-3.50- Moderate Extent; 1.51-2.50- Slight Extent; 1.00-1.50- Low Extent

Table 3 presents the extent of job satisfaction in terms of supervision, colleagues, working conditions, benefits and salary responsibility, work itself, advancement, security, and recognition. The table describes it as great extent to moderate extent and can be attributed to both school heads and teachers, having a composite mean

of 3.53, 3.58, 3.36, 2.84, 3.66, 3.58, 3.45, 3.43, and 3.41 respectively, it means that there is a good practice of supervising teachers within the division. Teachers are delighted to be supervised and they are happy with the results. This indicates that the school administrators efficiently handle the monitoring. On the other side, poor supervision will lead to teacher mobility, school administrators, and parents taking the lead in handling administrative problems, which is predicted to cause moral decay within an organization. Similarly, the study of Patris (2016) stressed that compared to assistance from coworkers, perceived supervisor support had a stronger effect on increased levels of job satisfaction. Alfian (2022) stated that the large percentage of teachers (68%-99%) who agreed to perform supervisory tasks indicated that instructors believed supervision activities are vital. Through supervision, everything will take place as it is planned. If weak points of the teaching process or strategies are identified, appropriate interventions might be planned and applied. This cycle when practiced can improve the teaching performance of secondary school teachers. Teaching performance can be validated, assessed, and improved through constant monitoring.

In addition to classroom observation, window observation or passing-by observation can be practiced by school heads followed by the giving of constructive feedback. It is important to every teacher that every day should be an observation day to develop a well-planned delivery of lessons and to avoid the term “ningas cogan” among teachers (Desamparo & Barrameda, 2019). It can be gleaned from the table that there is high job satisfaction among school heads in terms of colleagues are a great extent. The overall mean is 3.58 and is described as a great extent. It shows that school heads and teachers are good at building camaraderie among their colleagues. To sum it up, both school heads and teachers are very satisfied at work because of their colleagues. They count on each other as confidantes, friend, and in their plans and sometimes, their partners in professional growth and development. It is important to interact with people at work. Working in groups, performing research-related work and teaching are necessary for clinical academic practice. This is true especially for women, according to Burke et al. (2022). To recuperate and preserve their job abilities, public investments in teachers' working circumstances are crucial as found out by Vedovato and Monteiro (2014).

Based on the interviews conducted with teachers, their salaries are enough to live a decent life. However, many are complaining about the inadequate salary they receive. Many decided to engage in an extra income-generating project to somehow augment the growing needs of their family. Some are not that motivated to work because of the low net income they take home during payday. Sometimes they cannot help but lend money from a moneylender and give their ATM as collateral. Despite these conditions, still there are teachers and school heads who can manage their salary and benefits well and manage to have a savings account at the bank. They vary when it comes to financial management. The result of the present study is comparable to the findings of de Ree et al. (2017) which was conducted in Indonesian schools and found to be accelerated in terms of pay increase for teachers, the large pay increase in Indonesia significantly increased teachers' satisfaction with their income, decreased the prevalence of teachers working outside the classroom, and decreased self-reported financial stress. In contrast, it was found that the amount of Pay for Performance (P4P) exposure has no negative effects on other aspects of working life, including job satisfaction (Allen et al., 2017). This means that no matter how high or low the pay and benefits of teachers, it has nothing to do with their work motivation. The quantity of P4P exposure had no adverse consequences on other facets of working life, such as job satisfaction.

Kampkotter (2016) also highlighted and proven the formal performance assessments (PA) as one of the most important methods used in business human resource management. Both assessments with and without financial results, such as bonus payments and promotions, were found. PAs considerably increase job satisfaction, which is mostly driven by evaluations of financial performance. In the same way, Hendricks (2015) describes pay increase which has the largest effect on hire rates among teachers with 2–3 years of experience and the effect diminishes with experience. Higher teacher salaries provide a dual benefit of retaining and attracting a more effective distribution of teachers. This supports the findings of Kaiyom et al. (2021) which stated that due to the increasing workload, instructors are required to work after hours or remain late at work. During their leisure time, teachers might interact and engage in work-related activities. In addition to instructing pupils, teachers nowadays also function as community role models, administrators, planners, and facilitators. In contrast to the result of the

current study, Andrew et al. (2018) believed that teaching is a high-stress job that is prone to burnout. This will bring up a variety of issues, including job unhappiness, stress, diminished engagement, and others, and will indirectly affect their ability to progress professionally and at work. Andrew et al. (2018) expressed the struggles or hardships of teachers in doing their daily routine and it made him feel that nothing is new but doing these stuff repeatedly. Unlike in this study's result, responsibility was harvested to a great extent from school heads and teachers.

Generally, in terms of responsibility, they are responsible for performing their job according to the given responsibility by the organization. Responsibilities vary depending on their position. Master teachers have more responsibilities complex compared to teachers I to III. DepEd personnel appreciates the job because it serves as their bread and butter. Commitment is necessary for the successful performance of their tasks. Teachers commit themselves and accept its very nature and it will give them satisfaction. On the other hand, some teachers, regardless of their age and position complain about the stress and pressure brought by teaching. The study of Nyamubi (2017) supports the result of the current study. The connections and collaborations between teachers and their coworkers, students, and community members all affected how satisfied they were with their professions. They are motivated, some are through tangible ways, and some are intrinsic. It gives them a feeling of self-fulfillment when they think they have done their part well. As revealed, data shows the extent of the job satisfaction of school heads and teachers in terms of advancement. It shows that the composite mean for school heads and teachers' advancement is 3.45 and is described as a moderate extent. It means that not everyone employed in an organization is given the chance for advancement and that they do not have the control to materialize it along their career life. School heads have a better chance of being promoted and advanced in their career than teachers. The result was supported by the findings of Gepila Jr. (2000) saying that a tiny number of in-service teachers in the Philippines hold PhD degrees, while the majority simply hold bachelor's degrees. Professional development, especially through these initiatives, has a substantial influence on teachers' ability to expand their competency in terms of their service history.

Most of the teachers in the province of Occidental Mindoro have their career advancement because of their initiative. Lucky are those who are provided with the chance to grow professionally. Some can avail of scholarships from the agency, some are allowed to excel among their peers by taking an extra responsibility to exercise their skills and competencies in the field. In terms of security, it implies that they feel secure when it comes to physical safety, financial security, and future job tenure. However, it can still be improved for it to maximize. Based on the findings of Robosa et al. (2021) on the experiences and challenges of Public School Teachers Amidst the COVID-19 pandemic, most educators face considerable challenges because of a lack of resources, how students are handled, and workloads and submissions all contribute to burnout and stress, the advent of the digital era constrained the majority of instructors in public schools. In terms of recognition, this study strongly supports the findings of Dhurup et al. (2016). They believe that employers in businesses need to focus on fostering workers' ongoing commitment to influence their tendency to remain committed to the company. The most obvious recognition for teachers is praise, verbal acknowledgment, and monetary for their extraordinary accomplishments. It can be reviewed on Ivan Pavlov's theory of conditioning that in the form of reinforcement, the rewards will keep them responding to their environment.

Table 4

Mean Extent of Organizational Commitment in terms of Affective, Continuance, and Normative

Indicators	Overall Mean	Verbal Description
Affective	3.33	Great Extent
Continuance	3.28	Moderate Extent
Normative	3.24	Moderate Extent

Scale: 3.51-4.00 Great Extent; 2.51-3.50- Moderate Extent; 1.51-2.50- Slight Extent; 1.00-1.50- Low Extent

Table 4 shows the organizational commitment of the school heads and teachers in terms of affective, continuance, and normative. The overall mean as shown in the table is 3.33, 3.28, and 3.23 respectively were also described as great and moderate extent. This means that they have already developed their organizational

commitment in terms of affective but not on a full basis. Giving additional responsibility was also proven to make teachers develop affective commitment. This is also referred to the study of Isik (2020) where he investigated how job satisfaction and affective commitment function as mediators between ethical leadership and school performance. The findings confirmed the positive relationships between ethical leadership and affective commitment, work happiness, and academic success that had been expected.

It can be gleaned from it that the overall composite mean for continuance is 3.28, indicating a moderate extent. They will serve their school as long as they can because they have already invested a long time and valuable effort and expertise in service. Because of this type of commitment, their plan, dream, or wish to leave and shift to their career or workplace will not be easy and they think that they must stay. They believe that going somewhere else would cost too much as compared to their present situation as they are used to the present situation and worst, they are afraid that there will be a tendency that their life in the new station will be disrupted, therefore, they tend to stay than to move or resign. The result conforms to the findings of Ercument and Erkan (2019), that physical education instructors' normative commitment levels are lower than those of classroom teachers. The normative levels of commitment among female instructors are higher than those among male teachers. Teachers who work in cities are more committed to staying on the job than those who work in districts. Teachers who have worked for 1 to 10 and 11 to 20 years have higher degrees of dedication to their careers than those who have worked for more than 30 years. Also, gender, years of experience, and location of duty all have an impact.

The normative aspect according to the respondents is like to loyalty to an agency or organization. Teachers are satisfied because their names are attached to their organization. The normal thing is to stay in the organization where they are working. In terms of loyalty, most teachers express themselves as almost 80-100 % loyalty to the Department of Education. The findings of the study of Mousa and Alas (2016) contradict the current study. Egyptian public primary schools where teachers show a low level of organizational commitment. There are instances that teachers and school heads normally feel guilt when the time comes that they need to leave their station. Due to hard work, dedication, and concern towards their work, and because they believe that they are deeply connected or rooted in their organization, they find it hard to leave it.

Based on the correlation analysis in Table 5, there is a significant positive inter-relationship among the parameters of organizational identity ($p < .005$). This indicates that the researcher crafted and presented a good and appropriate research construct for variables of organizational identity. The analysis also shows that there is a very significant positive relationship between organizational identity and job satisfaction ($p = .000$). This indicates that improving organizational identity may also increase the job satisfaction of both the school heads and teachers. This further implies that any changes or movement in the value of organizational identity may significantly affect or make the value of job satisfaction change, too.

On the other hand, the study of Chen et al. (2020) was found to be contrary to the findings of the current study. It says that professional identity and job satisfaction do not influence job burnout. Job satisfaction and professional identity affect job burnout among university teachers. Identity and job satisfaction in an organization are related to each other. They are both essential for the development of organizational identity. In other study's results about organizational identity, job satisfaction, and organizational commitment, it is usual that job satisfaction depends on the first and last-mentioned variables but in this study, it is the organizational commitment that turned out to be the dependent variable. As the result shows, respondents are committed equally in terms of affective, continuance, and normative.

Table 6 showcases the correlation between the organizational identity of the school heads and teachers and their organizational commitment. It could be noted from the results that all parameters constructed for organizational identity are positively correlated to organizational commitment. Based on the correlation analysis in the Table above, there is a very significant inter-relationship between the parameters of organizational identity and organizational commitment ($p < .005$). This indicates that the presented research construct for organizational

commitment is good and appropriate for the study.

Table 5

Relationship between Parameters of Organizational Identity and Job Satisfaction

Independent Variables	Dependent Variables	r-value	p-value	Interpretation
Professionalism	Supervision	.456	.000	Significant
	Colleagues	.389	.000	Significant
	Working Condition	.378	.000	Significant
	Salary/Wage/benefit	.229	.000	Significant
	Responsibility	.430	.000	Significant
	Work Itself	.395	.000	Significant
	Advancement	.436	.000	Significant
	Security	.387	.000	Significant
	Recognition	.389	.000	Significant
Career Progression	Supervision	.460	.000	Significant
	Colleagues	.379	.000	Significant
	Working Condition	.420	.000	Significant
	Salary/Wage/benefit	.242	.000	Significant
	Responsibility	.459	.000	Significant
	Work Itself	.402	.000	Significant
	Advancement	.449	.000	Significant
	Security	.396	.000	Significant
	Recognition	.369	.000	Significant
Organizational Culture	Supervision	.513	.000	Significant
	Colleagues	.507	.000	Significant
	Working Condition	.497	.000	Significant
	Salary/Wage/benefit	.314	.000	Significant
	Responsibility	.461	.000	Significant
	Work Itself	.464	.000	Significant
	Advancement	.505	.000	Significant
	Security	.468	.000	Significant
	Recognition	.449	.000	Significant
Organizational Climate	Supervision	.573	.000	Significant
	Colleagues	.438	.000	Significant
	Working Condition	.584	.000	Significant
	Salary/Wage/benefit	.341	.000	Significant
	Responsibility	.430	.000	Significant
	Work Itself	.437	.000	Significant
	Advancement	.489	.000	Significant
	Security	.457	.000	Significant
	Recognition	.466	.000	Significant
Extent of Organizational Identity	Extent of job satisfaction	.642	.000	Significant

**Significant at p< 0.05

Table 6

Relationship between Parameters of Organizational Identity and Organizational Commitment

Independent Variables	Dependent Variables	r-value	p-value	Interpretation
Professionalism	Affective	.376	.000	Significant
	Continuance	.348	.000	Significant
	Normative	.296	.000	Significant
Career Progression	Affective	.354	.000	Significant
	Continuance	.359	.000	Significant
	Normative	.330	.000	Significant
Organizational Culture	Affective	.429	.000	Significant
	Continuance	.408	.000	Significant
	Normative	.357	.000	Significant
Organizational Climate	Affective	.451	.000	Significant
	Continuance	.396	.000	Significant
	Normative	.434	.000	Significant
Extent of organizational identity	Extent of organizational commitment	.455	.000	Significant

**Significant at p< 0.05

The analysis also shows that there is a very significant positive relationship between organizational identity and organizational commitment (p=.000). This indicates that improving organizational identity may increase the

organizational commitment of the school heads and teachers. The findings supported by Afshari et al. (2020) as they discovered a link between organizational identity and professional occupational identity and the development of organizational commitment. This led to the proposal that human resource managers might construct an effective identification process by reinforcing sentiments of organizational identity and fostering a favorable company image. Both the result and literature prove that the current organizational identity helps in the heightening extent of the commitment of employees, and probably, even teachers and school heads.

Based on the correlation analysis in Table 7, there is a very significant positive inter-relationship among the parameters of Job Satisfaction and organizational commitment of the school heads and teachers ($p=.000$). This indicates that improving job satisfaction may increase the organizational commitment of teachers. Experienced women in high positions also show a commitment to their work. The organizational climate, workers' job engagement, and younger teachers' abilities to manage diverse student populations, master their pedagogy, perform better when planning, assessing, and reporting learners' outcomes, create better learning environments, and have social regard for learning have a significant relationship with each other. Instructors are happier when they have more growth opportunities, and happy instructors are more likely to exhibit high levels of organizational commitment. On the other side, 50% or more academics connected pay/salary, university policy and administration, a lack of constructive feedback, and a lack of time for family and home with work discontent. According to Ghenghesh (2018), academics, department heads, and deans see job security as an essential aspect of their job pleasure.

Table 7

Relationship between Parameters of Job Satisfaction and Organizational Commitment

Independent Variables	Dependent Variables	r-value	p-value	Interpretation
Supervision	Affective	.461	.000	Significant
	Continuance	.421	.000	Significant
	Normative	.312	.000	Significant
Colleagues	Affective	.375	.000	Significant
	Continuance	.335	.000	Significant
	Normative	.271	.000	Significant
Working Condition	Affective	.453	.000	Significant
	Continuance	.399	.000	Significant
	Normative	.343	.000	Significant
Salary/ Benefits	Affective	.356	.000	Significant
	Continuance	.310	.000	Significant
	Normative	.270	.000	Significant
Responsibility	Affective	.344	.000	Significant
	Continuance	.322	.000	Significant
	Normative	.282	.000	Significant
Work Itself	Affective	.413	.000	Significant
	Continuance	.406	.000	Significant
	Normative	.388	.000	Significant
Advancement	Affective	.479	.000	Significant
	Continuance	.440	.000	Significant
	Normative	.394	.000	Significant
Security	Affective	.475	.000	Significant
	Continuance	.455	.000	Significant
	Normative	.385	.000	Significant
Recognition	Affective	.470	.000	Significant
	Continuance	.397	.000	Significant
	Normative	.333	.000	Significant
Extent of job satisfaction	Extent of organizational commitment	.506	.000	Significant

A single road connects professional identity, job happiness, and the intention to quit burnout. Zhang et al. (2021) found that work satisfaction and burnout had a substantial impact on turnover intention and that the effects of professional identity on turnover intention might be mediated by these two factors. On the other side, the findings of the current study are similar to the result of the study conducted by Larkin et al. (2015) stating that K-12 instructors who teach online report a moderate-high degree of work satisfaction, which is correlated

with their emotional commitment to their organization and their intention to continue teaching online in the near, intermediate, and long terms. The most fulfilling parts of participants' jobs were flexibility, meeting students' needs, technical help, and their professional communities, whereas the least satisfying aspects were pay, workload, missing in-person interactions with students, and inactive pupils. It is indicated that all indicators for job satisfaction are proven to help improve the extent of organizational commitment of teachers and similarly, all indicators for organizational commitment are found to be suitable in measuring itself. It resulted in an overall inference that job satisfaction affects or is related to organizational commitment.

Table 8

Goals	To further develop the extent of organizational identity of school heads and teachers in DepEd Occidental Mindoro.			
Objectives	To strengthen the identity of public schools			
Indicator	Organizational Climate			
Annual Targets	Survey determining the extent of organizational identity among public schools			
Strategies	Program Project Activities	Budget	Responsible Person	Expected Output
Evaluate current organizational climate	Annual Survey of organizational identity using google form (online)	P1,000.00	Student Researchers/Teachers and School Leads	The result of the study conducted on the extent of organizational climate
Improve working condition	Conduct a school-based capability for an effective management of constituents specially for Head Teachers, Master Teachers, and Coordinators	P30,000.00	School Coordinators, Teachers, Master Teachers	Program of activities, attendance of participants, and reflection of learnings and insights among participants with proper documentation
Create an employee recognition program.	Organize a team for program and recognition		School heads, Key teachers, non-teaching personnel	The line-up of committee for ranking and evaluation for every ranking and assessment purposes
Develop as strong leadership style	School heads to attend leadership trainings to enhance good human resource management practices.	P500.00		Formulated a new enhancement program towards strong organizational climate.
Encourage autonomy	Activate Faculty Employee Association roles and activities			Documentation of activities (photos, attendance) such as orientation, meetings, and programs conducted
Provide teachers with opportunities to help make decisions about teaching and leading their colleagues.	Strengthen PTA relationships and activities			Documentation of activities (photos, attendance) such as orientation, meetings, and symposiums as well as programs conducted
Goals	To heighten the extent of job satisfaction among school heads and teachers in DepEd Occidental Mindoro			
Objectives	Working condition and Salary/Benefits			
Indicator	To improve the extent of Job Satisfaction			
Strategies	Program Project Activities	Budget	Responsible Person	Expected Output
To review the current education system in the country.	Working Condition Talk to students and teachers about their teaching-learning condition Personal/Online	DepEd Higher official, DepEd Secretary	P1000.00	Accomplished Survey Form Formulated SIP regarding the employees, teachers, and students.
Improve financial literacy level of teachers	Have a meeting with school board members communicating the issues and concern to be addressed	SDO Superintendent, School Heads	P500.00	Minutes of the meeting issues and concerns raised by the constituents Minutes of the meeting on plans of activities for the improvement of teaching and learning process.
Keep teachers abreast on the guidelines set by the Department of Education regarding Salary and Benefits	Conduct a meeting With Parent-Teacher Association (PTA) and involve them in the planning for the welfare of teachers and students	SDO Superintendent, School Heads	P300.00	Accomplished and approved action plan focusing on working conditions of the stakeholders. Attendance of participants, program documentation of seminar/training with photos Membership to newly conducted association
Lessen the level of dissatisfaction of teachers regarding their salary/benefit.	Salary and Benefits Regular conduct a seminar/training about financial literacy and management resources for teachers	School Heads, parents and teachers	P3000.00 /session	Well documented narrative report with annotation. Approved proposal or the operation of IGE Compliance of requirements

Table 8 shows the proposed strategic intervention plan, it shows that knowing teachers` condition is knowing learners` condition. The organizational identity, job satisfaction, and organizational commitment of teachers must be identified to determine the status of the human resource department when it comes to dedication, motivation, and service. In the field of teaching, the extent of commitment among teachers is crucial in the materialization of the teaching and learning process as supported by Farid et al. (2019). The culprit for unhappiness among teachers must be identified and converted into a gateway to satisfaction because happy teachers will produce happy learners as others are saying. A strategic intervention plan is designed to elevate the extent of these three major elements which are believed to contribute to human resource production management. To help the nation materialize the dream of the education sector for the country, a national commission known as EDCOM 2 was established by Republic Act 11899 and given the responsibility of conducting a thorough national assessment and review of the performance of the Philippine education sector (EDCOM2, n.d.). To assist in addressing the issues, MATATAG: Bansang Makabata, Batang Makabansa was introduced on January 30, 2023. Its priority is to strengthen our country's educational system. According to the Basic Education Report (BER) (2023), it is for the welfare of every Filipino kid. "Sa isang matatag na bayan, para sa ating mahal na Pilipinas." Make the curriculum relevant to produce competent, job-ready, active, and responsible citizens. Take action to hasten the delivery of basic education facilities and services. Take care of students by fostering their well-being, inclusive education, facilities and services, and a positive learning environment. It is also important to consider the DepEd Mission as a basis for the formulation of a plan. It generally aims to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where: students learn in a child-friendly, gender-sensitive, safe, and motivating environment. Teachers facilitate learning and constantly nurture every learner (DepEd Mission & Vision, n.d.).

4. Conclusions

Based on the findings generated from this study, the following conclusions were derived: Secondary public schools in DepEd Occidental Mindoro already established a well-rooted organizational identity in terms of professionalism, career progression, organizational culture, and organizational climate. School heads and teachers in public secondary schools of Occidental are generally satisfied in their careers yet there`s a need to elevate its extent especially when it comes to advancement, salary/benefits, security, and working conditions. DepEd school heads and teachers are committed to their work to a moderate extent in terms of affective, continuance, and normative. Organizational identity, job satisfaction, and organizational commitment of public secondary schools are all positively related to each other. There is a need to craft a strategic intervention plan for the further practice and development of the indicators that are practiced and experienced to a moderate extent, particularly those with low mean results.

4.1 Recommendations

Based on the emerging conclusions presented above, the following are hereby recommended: It is recommended that higher officials of the Department of Education provide their support to this endeavor by revisiting the results of research regarding these topics to address what ought to be addressed. Government and DepEd officials should address teachers` concerns regarding working conditions, salary/benefits, advancement, and security at work for them to be motivated. It is recommended that the Department of Education plans for the activities or programs that will facilitate the maintenance or improvement of the commitment within the organization. Educational planners may review the proposed intervention plan and appropriate action and adequate funds may be given across the province and proper monitoring of the execution of the activities be done. Future researchers will benefit by focusing on other factors that possibly affect the indicators of organizational commitment and deciding on another group of employees as their respondents. Also, it is suggested by the researcher to determine the factors that mostly affect the variables which are organizational identity, job satisfaction, and organizational commitment.

5. References

- Afshari, L., Young, S., Gibson, P., & Karimi, L. (2020). Organizational commitment: Exploring the role of identity. *Personnel Review* ahead-of-print(ahead-of-print), 49(3), DOI: 10.1108/PR-04-2019-0148 ISSN:0048-3486
- Alegado, P.J.E. (2018). The Challenges of Teacher Leadership in the Philippines as Experienced by Teachers, *International Journal of Education and Research*, 6 (6) Agency, Foreign Language, Annals <https://doi.org/10.1111/flan.12311>
- Alfan, M. (2022). Teachers` Perception Toward the Role of Instructional Supervisor, *Tarlim: Jurnal Pendidikan Agama Islam*,5(1),1-13.
- Allen, N. J. & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance, and normative commitment to the organization. *Journal of Occupational Psychology*, 63, 1-18. <https://doi.org/10.1111/j.2044-8325.1990.tb00506.x>
- Allen, T., Whittaaker, W. & Sutton, M. (2017). Does the Proportion Pay Linked to Performance Affect the Job Satisfaction of General Practitioners? *Social Science and Medicine*,173, 9(17),
- Altun, M. (2017). The Effects of Teacher Commitment on student achievement: A Case study in Iraq *International Journal of Academic Research in Business and Social Sciences*, 7(11),417-426.
- Andrew, K., Richard R., Hemphill M.A. & Templin, T.J. (2018). Personal and contextual factors related to teachers' experience with stress and burnout, *Teachers and Teaching* 24(7) 768-787, <https://doi.org/10.1080/13540602.2018.1476337>
- Basic Education Report Speech (2023). <https://ovp.gov.ph/post/basic-education-report-2023-speech>
- Berry, B., Daughtrey, A. & Wieder, A. (2010). Teacher Leadership: Leading the Way to Effective Teaching and Learning. <https://files.eric.ed.gov/fulltext/ED509719.pdf>
- Blazar, D., & Kraft, M. A. (2017). Teacher and Teaching Effects on Students' Attitudes and Behaviors. *Educational Evaluation and Policy Analysis*, 39(1), 146. <https://doi.org/10.3102/0162373716670260>
- Burke, E., Misstear K. & Hernesy M. (2022). An exploration of the professional identity of clinical academics using repertory grid technique. *PLOS ONE*, 2022, 17, (11)
- Chen,H., Liu F. Pang L., Liu, F., Pang L., Liu, F., Fang, T., Wen, Y., Chen S., Xie, Z., Zhang X., Zhao, Y., & Gu, X.(2020). Are you tired of working amid the Pandemic? The Role of Professional Identity and Job Satisfaction against Job Burnout *Int. J. Res.PublicHealth* 2020, 17(24),9188
- DepEd Mission & Vision (n.d.). <https://scsces106999.com/depd-mission-vision/#:~:text=To%20protect%20and%20promote%20the,an d%20staff%2C%20as%20stewards%20of>
- de Ree, J., Muralidharan, K., Pradhan, M. & Rogers, H. (2017). Double for Nothing? Experimental Evidence on an unconditional Teacher Salary Increase in Indonesia, *The Quarterly Journal of Economics*, 133(2),993-1039, <https://doi.org/10.1093/qje/qje/qjx040>
- Desamparo, A. G. & Barrameda, C.N. (2019). Value-Laden School-Based Management Functions of Filipino School Head, 13(2) <https://pdfs.semanticscholar.org/2341/a440ef6a316f6b647db440f19a0277107b2f.pdf>
- Dhurup, M., Surujlal, J. & Kabongo, D.M. (2016). Findings Synergic Relationships in Teamwork, Organizational Commitment and Job Satisfaction: A Core Study of a Construction Organization in a Developing Country, *Procedia Economic and Finance* 35, 485-492. [https://doi.org/10.1016/s2212-5671\(16\)00060-5](https://doi.org/10.1016/s2212-5671(16)00060-5)
- EDCOM2 (n.d). The Second Congressional Commission on Education. <https://edcom2.gov.ph/about-us/#:~:text=Republic%20Act%2011899%20was%20passed,sector%20with%20the%20end%20in>
- Ercument, E. & Erkan C. (2019). Investigation of Organizational Commitment Levels of Physical Education and Classroom Teachers, *Universal Journal of Educational Research*, 9(1),259-265, ERIC Number: EJ1201464, ISSN: ISSN2332-3205
- Farid, A., Haerani, S., Hanid, N., &Reni, A. (2019). The Effect of Organizational Culture, Organizational

- Commitment and Work Satisfaction Toward Teacher Performance of High School at Makassar, *Journal of Applied Business and Entrepreneurship*, 318-335,
[https://doi.org/10.1080/01443410.2019.167424940\(3\)](https://doi.org/10.1080/01443410.2019.167424940(3))
- Fornham A. & Goodstein L.D. (2013). The Organizational Climate Questionnaire (OCQ).
<https://homepages.se.edu/cvonbergen/files/2013/01/The-Organizational-Climat-Questionnaire.pdf>
- Garcia, E., & Weiss, E. (2020, September 10). COVID-19 and Student Performance, Equity, and U.S. Education Policy: Lessons from Pre-Pandemic Research to Inform Relief, Recovery, and Rebuilding. Economic Policy Institute.
<https://www.epi.org/publication/the-consequences-of-the-covid-19-pandemic-for-education-performance-and-equity-in-the-united-states-what-can-we-learn-from-pre-pandemic-research-to-inform-relief-recovery-and-rebuilding/>
- Gepila Jr. E. C., (2020). Assessing Teachers Using Philippine Standards for Teachers, *Universal Journal of Educational Research*, 8(3), 739-746, <http://www.hrpub.org> DOI: 10.13189/ujer.2020.080302
- Ghenghesh (2018). Job Satisfaction and Motivation: What Makes Teachers Tick? *Applied Linguistics*, 6(2), 1000-1222, Oxford University Press. DOI: 10.9734/BJESBS/2013/5156
- Hamid, S. & Earlyanti, N. I. (2023). The Influence of Affective, Cognitive and Normative Commitment on Police Performance. *International Journal Of Social And Management Studies (IJOSMAS)*, 4(1),
<file:///D:/Downloads/262-Article%20Text-679-1-10-20221212.pdf>
- Hendricks, M. (2015). Towards an Optimal Teachers Salary Schedule: Designing Base Salary to Attract and Retain Effective Teacher, <https://doi.org/10.1016/j.econedurev.2015.05.008>
- Isik, A. N. 2020 Ethical Leadership and school effectiveness: The mediating roles of Affective Commitment and Job Satisfaction, 8(1) <https://doi.org/10.17583/ijelm.2020.4114>
- Kaiyom, S. A., Rahman, R. A., & Mustaffa, W. S. W. (2021). The Effect of Workload, Supervisor Support and Co-Workers Support on Work Engagement among Teachers. *International Journal of Academic Research in Business and Social Sciences*, 11(8), 1633–1647. DOI: 10.6007/IJARBS/v11-i8/10878
- Kampkotter, P. (2016). Performance Appraisals and Job Satisfaction. *The International Journal of Human Resource Management*, 750-774, <https://doi.org/10.1080/09585192.2015.1109538>
- Larkin I., Vega, A.L. & Dias, L.B. (2018). Retaining K-12 Online Teachers: A Predictive Model for K-12 Online Teacher Turnover, *Journal of Online learning Research*, 4(1).
- Lester, P. E. (1984). Development of an instrument to measure teacher job satisfaction.
<https://doi.org/10.1177/0013164487471031>
- Malipot, M.H. (2021). Why is Blended Learning more difficult?, Manila
<Bulletin.p.mbcn.com.ph,2021https://mb.com.ph/2021/06/09/learning-in-the-new-normal-a-blend-difficult-to-digest/>
- Mangaleswarasharma, R. (2017). Teacher Motivation and Job Satisfaction: A study on teachers in Three Districts in Northern Sri Lanka. *International Journal of Social Sciences*, 3(1), 314–323.
<https://doi.org/10.20319/pijss.2017.31.314323>
- McCain, A. (2022). 30 Incredible Teacher Statistics (2023): Demographics, Salary, and the U.S. Teacher Shortage.
<https://www.zippia.com/advice/teacher-statistics/>
- McCombes, S. (2019). Descriptive Research-Definition, Types, Methods and Examples.
<https://www.scribbr.com/methodology/descriptive-research/>
- Miller, V., Allen, M., Casey, M., & Johnson, John. (2000). Reconsidering the Organizational Identification Questionnaire. *Management Communication Quarterly*. 13. 10.1177/0893318900134003
- Mousa, M. & Alas, R. (2016). Workplace Spirituality and Organizational Commitment. A Study on the Public School Teachers in Menorfia (Egypt), *Academic Journal* ,10 (10), 247-255,
<https://doi.org/10.5897/AJBM2016.8031>
- Nyamubi, G. J. (2017). Position Classification Description, H0007/Teacher/Basic Education,
<https://jobdescriptions.unm.edu/detail.php?id=H0007#>:
- Patris, R. (2016). The Effectiveness of Academic Supervision for teachers, *Journal of Education and Practice*, 7(9), 47-55. <https://files.eric.ed.gov/fulltext/EJ1095817.pdf>
-

- Robosa, J., Paras, N.E, Perante, L., Alvez, T. & Tus, J. (2021). The Experiences and Challenges Faced by the Public School Teachers Amidst the COVID `19 Pandemic: A Phenomenological Study in the Philippines, 7(1), IJARIE-ISSN (0)-2395-4396
- Siri, A., Supartha, W.G, Sukaatmadja, P.G., Rahyuda, A. G. & Foroudi, P. (2020). Does Teacher Competence and Commitment Improve . Teachers` Professionalism, Cogent Business & Management 9(1) Article1781993 <https://doi.org/10.1080/23311975.2020.1781993>
- Tantawy, N. (2020). Investigating Teachers` Perceptions of the Influence of Professional Development on Teachers` Performance and Career Progression, Arab World English Journal (AWE),11(1). DOI: <https://dx.doi.org/10.24093/awej/vol11no1.15>
- Vedovato, T.G. &Monteiro, I. (2014). Health Conditions and Factors Related to the Work Ability of Teachers, doi: 10.2486/indhealth.2013-0096
- Zhang, F., Liu, Y. and Wei, T. (2021) Psychological Capital and Job Satisfaction Among Chinese Residents: A Moderated Mediation of Organizational Identification and Income Level. doi: 10.3389/fpsyg.2021.719230