

Work Commitment among Public Secondary School Teachers in Davao City

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Abstract— Teachers' work commitment gives a positive impact on the success of organizational goals – contributing to students' academic performance, increasing school engagement, and maintaining a positive outlook towards teaching. This study's main objective was to determine the level of work commitment of public secondary school teachers in Davao City, Philippines, during the COVID-19 pandemic. The sample consisted of 1,096 public secondary school teachers. The researchers collected the data through adapted and modified questionnaire and administered through online Google forms with attached consent. Generally, teachers are highly committed. Results also revealed a high level of teachers' work commitment in terms of commitment to school, commitment to students, commitment to teaching, and commitment to the profession. Finally, the study concluded with practical suggestions and research goals.

Index Terms— COVID-19 Pandemic, Department of Education, Public Secondary School Teachers, Work Commitment

1 INTRODUCTION

TEACHERS are highly regarded professionals in the world. They are viewed as a model citizen who significantly supports in shaping the future of every individual. However, the challenges in the learning environment, rapid growth in technology, modifications brought by the COVID-19 pandemic change the teaching-learning processes. Teachers are mandated to join training and seminars that are essential to their health and profession. Thus, to improve and modify teaching strategies and prepare their professional competence in terms of delivering lessons while taking care of their safety against the pandemic. Indeed, teachers have had to adjust to new work and personal situations as a result of the pandemic, as well as issues with the online-blended learning method as they accept the new normal in education. However, despite psychological tension or fear, teachers maintained a positive attitude. Hence, teachers should express a huge commitment to their work that accordingly increases their school engagement, Collie, Granziera, & Martin [10].

Work commitment is one of the important resources that are needed to expand the task of employees in the organization. It needs to be maintained and developed for this could have a positive impact on the achievement of organizational outcomes, Subagyo [31]. It is the attachment of employees to their organization and to maintain their membership where there has a strong aspiration to contribute to the success of the organization, Qamaruddin, Mukti, & Margaretha [25]. It is a choice and important antecedent to continue with a course of action, Copper-Hakim & Viswesvaran [11], unwillingness to change plans, often owing to a sense of obligation to stay,

Vance [32].

Work commitment is the attitude of an individual towards the values and goals of the organization, Celep [6]. It is to dedicate oneself to the responsibilities of the individual to be performed, Celik and Yildiz [7]. It can be a physical or non-physical aspect; however, it needs the readiness of the mind to perform the responsibilities. Likewise, it is also a passion to work that is considered to be the main aspect of effective teaching and learning, Altun [1].

Work commitment is dependent on how well individuals are being managed in the workplace and requires continuing, credible and confident actions that gain trust and support, Ebikeseye & Dickson [13]. It is also a form of psychological arrangement between the employee and the organization. It is linked to the teachers' desire to innovate and incorporate new ideas into their practice, absenteeism, and staffing turnover, Limen 23; Crosswell and Elliott [12].

Work commitment is highly related to the work performance of teachers. It is profoundly contributing to the future of students and schools, Mart [24]. It affects students' academic performance and attitudes toward education. Thus, it can be external to the teacher and require a dedication to the school or institution, pupils, classroom work, and the career of teaching, Celep [6], Aquino [3], Baloran & Hernan [4].

Furthermore, teachers with high work commitment are most likely to stay longer in the organization. They do their tasks well and positively engage in the workplace, Chughtai & Zafar [9]; as cited by Hanaysha [15]. They have a constructive outlook toward the organization's priorities and values, and they are expected to cultivate positive and productive work habits. Moreover, committed employees do not require changing or forcing, but instead, show their loyalty and prove to be innovative, proactive, and productive individuals in the organization on their admission, Jakobsson [16].

However, there was a lack of empirical studies conducted on the level of work commitment of public-school teachers during the COVID-19. Thus, this study aimed to determine the level of work commitment of public secondary school teachers during the COVID-19 pandemic in terms of commitment to

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school, commitment to student, commitment to teaching, and commitment to the profession.

2 CONTEXT OF THE STUDY

This research was conducted in selected public schools of Cluster 1, Division of Davao City of the Department of Education (DepEd).

Accordingly, work commitment is a vital character, and it is a paramount need to the teaching profession. Highly committed teachers are never satisfied with what he has. He seeks and innovates new ideas and techniques that greatly benefit the students. He has a passion and enthusiasm for teaching and learning that will have a direct result on the performance of students and for his professional development. He inspires and awakens the desire to learn from others and create a difference in his profession. Furthermore, work commitment will directly and positively influence the teaching methodology, comprehension, personality, characteristics, and values of every teacher, Celik and Yildiz [7]. Thus, with their commitment, passion, and enthusiasm they are role models not only for students but also for their colleagues.

In this study, the work commitment of teachers includes a commitment to school, students, teaching work, and teaching occupation which will be treated as one during the analysis of data. Teachers' Work Commitment refers to the attitude of a teacher towards the values and goals of the school during the COVID-19 pandemic with the following dimensions: commitment to school, to students, teaching work, and the teaching profession. Commitment to School refers to the teachers' belief and acceptance of school goals and values in a time of the pandemic. Commitment to Students denotes teachers' attitude towards their students to develop and strengthen competence in a time of the pandemic. Commitment to Teaching Work refers to how teachers uphold and maintain their teaching works for the success of school goals and values in a time of the pandemic. Commitment to the Teaching Profession refers to the teachers' attitudes towards their profession in a time of the pandemic.

3 METHOD

3.1 Design Overview

This study used a descriptive research approach. The level of work commitment of public secondary school teachers during the COVID-19 pandemic was described. The comparison of work commitment between public school teachers based on their sex, age groups, years in service, and job position.

3.2 Research Instrument

This study used an adapted questionnaire from Celep [6]. It was modified to fit the need of the research locale and environment where the study was being conducted. The items in the Likert scale were based on the researcher's reading of various journals, books, and other materials. There are 20 items ($\alpha = 0.944$) included in the five-point scale. Each item was specifically sub-itemized and analyzed so that respondents would be able to understand its meaning. The respondents were asked to rate the items under all the areas using a five-point scale.

The range of the five-point scale includes the following: Very Low with the statement (1); Low with the statement (2); Moderate with the statement (3); High with the statement (4); and Very High with the statement (5).

The mean value for each item was computed and the results were interpreted as follows:

TABLE 1
PARAMETER LIMITS ON TEACHERS' WORK COMMITMENT

Weighs	Parameter Limits	Response Categories	Interpretation
5	4.50-5.00	Very high	The teachers are fully committed towards his/her responsibility coupled with high productivity.
4	3.50-4.49	High	The teachers are fully committed towards his/ her responsibility with average productivity.
3	2.50-3.49	Moderate	The teachers are committed towards his/her responsibility.
2	1.50-2.49	Low	The teachers are less committed towards his/her responsibility.
1	1.00-1.49	Very Low	The teachers are not committed towards his/her responsibility

3.3 Respondents

Teachers from selected public high schools in Davao City were chosen as respondents of this study. There were 1096 teacher-respondents of this study that came from the seven schools of Cluster 1, Division of Davao City. The summary of the demographic profiles of teachers is shown in Table 2. The majority of teachers were female, mostly 31-50 years old with Teacher I teaching position. Moreover, in terms of educational attainment, the majority of teachers attended but did not finish their graduate school studies.

TABLE 2
DISTRIBUTION OF TEACHERS BY DEMOGRAPHIC PROFILE

Profile	Percentage
Sex	
Male	26.2
Female	73.8

Age		
30 and below		25.2
31-50 Yrs. Old		57.3
Above 50		17.5
Position		
Teacher I		53.6
Teacher II		17.1
Teacher III		21.9
Master Teacher I		5.8
Master Teacher II		1.6
Educational Attainment		
Bachelors' Degree		29.8
Bachelors' Degree with master's Unit		47.2
Master's Degree		16.4
Master's Degree with Doctoral Unit		4.3
Doctoral Degree		2.3

4 RESULTS AND DISCUSSION

4.1 Level of Teachers' Work Commitment

Table 3 displays the level of teachers' work commitment comprising the four domains: commitment to school, commitment to student, commitment to teaching work, and commitment to the profession.

TABLE 3
LEVEL OF TEACHERS' WORK COMMITMENT

	N	Mean	SD	Qualitative Description
Commitment to School	1096	4.340	.621	High
Commitment to Student	1096	4.324	.623	High
Commitment to Teaching Work	1096	4.259	.643	High
Commitment to Profession	1096	4.382	.631	High
Average	1096	4.326	.630	High

Table 3 shows the level of teachers' work commitment with the overall population of N = 1096. The overall level of teachers' work commitment is high ($M= 4.326, SD=.630$). Similarly, all four domains of teachers' work commitment are high, and are

respectively disclosed as follows: commitment to the profession ($M=4.382, SD=.631$) with the highest mean, followed by the commitment to school ($M=4.340, SD=.621$); commitment to the student ($M=4.324, SD=.623$); and commitment to teaching work ($M=4.259, SD=.643$).

The data simply means that teachers are highly committed to their work specifically to the school, to students, to teaching work, and their profession for the success of school goals. They are more engaged in the workplace and most likely stay longer in the organization, Hanaysha [15]. They are also passionate, effective, and efficient in learning and teaching, Altun [1] and Mart [24].

The result of the study supports Carman's [5] articulation who carried out a study among 1164 full-time nurses in Iowa, USA, and found a high work commitment level among nurses. This is consistent with the findings in the study of Siew et al. [30] and Lorber and Savic [22] who found a high level of work commitment among the respondents. However, in the study of Sepahvand et al. [27], it was revealed that nurses had a moderate level of work commitment. This is also the result of the study conducted by Shoorideh et al. [29] which found that the respondents had a moderate level of work commitment. Labraque, et. al [21] also revealed the same result of the study. They suggested the need for the formulation and implementation of interventions to promote life-long commitment towards work.

In terms of teachers' high commitment to their work, their present situations are never satisfied with what they have. They seek and innovate new ideas and techniques that greatly benefit their school and their students. They embody passion and enthusiasm for teaching and learning that will have a direct result on their performance, and their students. They inspire and awaken the desire to learn from others and create a difference in their profession. It also implies that teachers should be proud of being committed amidst challenges they are facing in school and at home. It also suggests that school officials should continue and sustain in bringing out the enthusiasm of teachers in their respective work assignments by employing relevant programs and activities that will continuously enhance their work commitment.

4.2 Teachers' Work Commitment Analyzed According to Sex

Table 4 articulates the test of difference in the level of work commitment among public secondary school teachers in Davao City when analyzed according to sex. An independent-samples t-test was conducted to compare the adversity quotient and work commitment among 1096 in terms of their sex.

TABLE 4
TEST OF DIFFERENCE IN THE LEVEL OF WORK COMMITMENT BY SEX

	Sex	N	Mean	t-value	p-value
WC	Male	287	4.2762	1.605	0.109
	Female	809	4.3407		

Table 4 shows the difference in the level of work commitment of teachers when analyzed according to sex. The study reveals that there is a statistically significant difference in the work commitment of teachers when analyzed to sex ($p = .109$; $t = 1.605$) where females have a significantly higher level than males. Specifically, it denotes that teachers' sex affects teachers' commitment towards the values and goals of the school.

The result of the study supports the study of Labraque et al. [21] among 166 nurses in the Central Philippines. They found that sex correlated significantly with work commitment. This is also the result in the study of Khan et al. [20] and Jena [18] which showed that the sex of the respondents was found to be significantly correlated with work commitment. However, Sepahvand et. al [27] in their study at the Social Security Hospital of Khorramabad found that sex has no significant effect on to work commitment of nurses. Jafari and Javadi [17] also conducted a descriptive-analytical study at the educational hospital of Mazandaran University of Medical Sciences. It was found that sex did not significantly influence the work commitment of nurses. This result is the same as the findings of Chen et al. [8].

This study implies that teachers' dedication, passion, and course of action towards the achievement of organizational goals are unique in different sexes. Thus, school management should acknowledge the individual differences of teachers and should employ programs that enhance the work commitment of teachers.

4.3 Teachers' Work Commitment Analyzed According to Age

Table 5 reveals the test of difference in the level of work commitment among public secondary school teachers in Davao City when compared to teachers' age of 30 and below, 31 to 50 years old, and above 50.

TABLE 5
TEST OF DIFFERENCE IN THE LEVEL OF WORK COMMITMENT BY AGE

	N	Mean	F-value	p-value
30 and below	276	4.2981	2.519	0.081
WC 31-50 Yrs.Old	628	4.3103		
Above 50	192	4.4049		

Table 5 shows the test of difference in the level of work commitment of teachers by age. The study reveals that there is no statistically significant difference in the work commitment of teachers when analyzed to age since statistical data showed ($F = 2.519$, $p = .081$).

The findings of the study are similar to Seyedin et al. [28] justification that age has no significant relationship with work commitment. Carman [5], Siew et. al [30], and Lorber and Savic [22] also found the same result. Anicas [2] also carried out a study among the faculty of the Private Higher Education Institutions in Region I. It was found that age had no significant

influence on the levels of work commitment of teachers. However, Khan et al. [20] found that there is a significant association between age and work commitment. Likewise, Labraque et al. [21] carried out a study among 166 nurses and found that age was significantly correlated with their work commitment. Furthermore, Jena [18] in her study among 240 shift workers of Ferroalloy Company in India found that age had a direct effect on work commitment.

This study implies that teachers' age does not influence the level of their work commitment. The age of teachers does not affect the dedication, passion, and course of action of teachers towards the achievement of organizational goals. By this premise, school management should acknowledge the uniqueness of teachers and should employ programs that improve work commitment.

4.4 Teachers' Work Commitment Analyzed According to Position

Table 6 intensifies the test of difference in the level of work commitment among public secondary school teachers in Davao City when compared to teachers' position Teacher I, Teacher II, Teacher III, Master Teacher I, Master Teacher II.

TABLE 6
TEST OF DIFFERENCE IN THE LEVEL OF WORK COMMITMENT BY POSITION

	N	Mean	F-value	p-value
Teacher I	587	4.3098	1.598	0.172
Teacher II	188	4.2789		
WC Teacher III	240	4.3507		
Master Teacher I	64	4.4609		
Master Teacher II	17	4.4046		

Table 6 shows the test of difference in the level of work commitment of teachers when analyzed according to the teaching position. The table shows ($F = 1.598$, $p = .172$) which imply that the teaching position has no significant difference to the work commitment of teachers. The study suggests that teachers' work commitment is not influenced by their position at school.

Notably, the result supports Khalili and Asmavi's [19] explication that position had no significant relationship to work commitment. Jafari, et. al [7] revealed also that position had no significant relationship to work commitment. This was also the result of the study of Chen et al. [8] and Anicas [2]. However, Estrada [14] opposed these findings and revealed that position significantly influences respondents' work commitment, which was supported in Labraque, et. al [21], Jena [18], and Khan, et. al [20] who revealed that position had a direct effect on work commitment.

This study implies that the level of teachers' work commitment is not influenced by their position in the Department of Education. This means that the designated title of teachers in school does not affect their positive attitude towards the

mission and goals of the school they are working. Therefore, school officials should implement programs and projects equally to teachers that improve their work commitment, without looking at their position and designation in school.

4.5 Teachers' Work Commitment Analyzed According to Educational Attainment

Table 7 demystifies the test of difference in the level of work commitment among public secondary school teachers in Davao City when compared to teachers' educational attainment: Bachelors' Degree, Bachelors' Degree with Masters' Unit, Masters' Degree, Masters' Degree with Doctoral Unit, and Doctoral Degree.

TABLE 7
TEST OF DIFFERENCE IN THE LEVEL OF WORK COMMITMENT BY EDUCATIONAL ATTINMENT

	N	Mean	F-value	P-value
Bachelors' Degree	327	4.3140	0.958	0.430
Bachelors' Degree with Master's Unit	517	4.3262		
WC Masters' Degree	180	4.2890		
Masters' Degree with Doctoral Unit	47	4.4427		
Doctoral Degree	25	4.4282		

Table 7 shows the test of difference in the level of work commitment of teachers when analyzed according to their educational attainment. Specifically, the table reveals ($F=0.958$, $p=0.430$). It simply means that educational attainment has no significant difference to the work commitment of teachers. The study articulates that the educational attainment of teachers has no bearing and no effect on their work commitment.

The result of the study recognizes Samadi and Mahdavihoo's [26] demystification that educational attainment had no significant relationship to work commitment. This is also the result of the study of Khalili and Asmavi [19]. Likewise, Anicas [2] found that the educational attainment of the faculty of Private Higher Education Institutions in Region I was not significantly associated with work commitment. However, Khan, et al. [20] contradicted these results since they found that educational attainment was significantly correlated with work commitment. They noted that organizations could rely on the demographic characteristics of the workforce to understand their work commitment within the organization.

This study implies that the highest level of education the teacher has completed does not influence the level of teachers' work commitment. This means that the highest level of their education does not influence their desire to innovate and incorporate new ideas into their practices towards the achievement of organizational goals.

5 CONCLUSION AND RECOMMENDATION

This study examined the level of work commitment of public secondary school teachers in Davao City during the

COVID-19 pandemic, as well as the influence of the demographic profiles namely: sex, age, years in service, and position. Teachers' Work Commitment is the attitude of a teacher towards the values and goals of the school with the following dimensions: commitment to school, to students, teaching work, and the teaching profession.

The work commitment of teachers during the COVID-19 pandemic was considered high. Similarly, all four domains of teachers' work commitment are high. Moreover, the age, position, and educational attainment of teachers had no association with their level of work commitment. However, sex was associated with the work commitment of teachers. Female teachers are more committed to their work compared to male teachers.

Notably, this study strongly showed the necessity of teachers' work commitment. Teachers must stay dedicated to providing an accessible and excellent education for all learners regardless of cultural, social, economic, or geographic origins when they make immediate transitions at work, such as changing from physical classroom interaction to distance and online, mixed modality. Likewise, teachers must boost their drive to decrease workplace uncertainty when confronted with potentially unsafe social settings. Teachers should employ varied and effective strategies to alleviate specific forms of organizational uncertainty.

Moreover, this study recommends to the management and the leadership of DepEd, particularly in public high schools to acknowledge the individual differences of teachers and should employ programs that enhance the work commitment of teachers. Likewise, the study also suggests that every school leader should assist teachers in reinforcing their professional commitment by offering mental and psychological interventions. Despite the significant changes in the teaching paradigm, with or without the COVID-19 pandemic, school-level events may be created to strengthen teachers' commitment to the teaching profession and sustain pride and involvement in accomplishing school responsibilities. Furthermore, in current times of major change in the educational landscape brought by the COVID-19 pandemic, the Department of Education (DepEd) should also strengthen information distribution, public awareness campaigns, and policy implementation to alleviate uncertainty among teachers.

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