

# Professional Commitment and Job Satisfaction Among Public Elementary School Teachers: Inputs for A Faculty Retooling Program

Mary Flor R. Jocson

Lias Elementary School, Schools Division of Bulacan, Department of Education, Philippines  
mary.jocson@deped.gov.ph

**Abstract:** *This study attempted to find out the professional commitment and job satisfaction of public elementary school teachers in the District of Marilao, to devise a faculty retooling program. The researcher used descriptive correlational method to investigate the relationship of professional commitment and job satisfaction of respondents. The samples were collected from 126 teacher-respondents in gathering of data. A survey questionnaire consisted of personal information of respondents and Question to Measure Commitment and Job Satisfaction developed by Sue Hayday of the Institute of Employment Studies were used. It was proven that there was a high correlation between professional commitment and job satisfaction. The aforementioned findings implied that professional commitment are synonymous with job satisfaction. Loyalty to the organization, compounded with the dedication in the teaching profession and the nobility of its task are the core value that guided teachers to survive in the intensified and demanding work environment. Job satisfaction on the other hand was attributed to the emotional attachment derived from work itself because of its goal. The researcher recommends that though teaching career is of a noble calling, it must also be equated with better pay system, career advancement and justifiable benefits..*

**Keywords**—Professional Commitment, Job Commitment, Faculty Retooling Program

## 1. INTRODUCTION

Teaching is a very challenging, yet a rewarding job to engage in. It requires comprehensive knowledge of the subject matter and requires specific attitudes like patience, creativity, leadership skills, and commitment. Based on researcher's experience teaching involves mental, emotional, and physical workload since one is dealing with individual learning progress [1]. Teaching is considered a noble one because of its involvement in nation building and community empowerment. As the key agent in transmitting knowledge to the community and country, one must be committed enough to face the trail and challenges during his or her career [2].

## 2. RELATED WORKS

Teacher's professional commitment is an essential element of a successful teaching [3], a factor that sustains educators to constant danger of burn out in an intensified and demanding work environment.

Job Satisfaction, on the other hand, is a trust that keeps teachers atoned with his or her craft. Researchers all around the world are continuously struggling to find the most effective way of perfecting human resources management [4]. Thousands of studies have been made available to further understand the relationship of human work capabilities and their impact to the performances of the entire organization [5]. In fact, it is the organization's greatest challenge to ensure the holistic well-being of its employee, in order for them to perform fruitfully. Ensuring satisfaction of the employees is one of the most important tasks of the management. The level of individual job satisfaction may affect their physical and mental health, the working environment and efficiency with social and economic development [6].

The demand for performance based workload, social and community involvement, and voluminous paper works, out of the pocket spending to comply with the ever changing 21st century teaching innovation required to meet the evidences mandated for Result-Based Performance Management System (RPMS), Individual Performance Commitment and Review Form (IPCRF), Competency Based-Performance Appraisal System for Teachers (CB-Past) and the like, actually burdened and consumed their time needed to spend with their pupils. In fact, numerous sentiments on social media were raised to address these issues that may indirectly affect teacher's performance at work.

Job satisfaction is important in attracting and retaining qualified principals and teachers in an educational environment [7]. Teaching profession, like any other, can be successfully performed only when the person doing it corresponds to its demands, by his mental and physical qualities [8]. Too many workload, unending deadlines, reports, research activities, class observation, social involvement and clerical task are too burdensome, especially to newly-hired and old teachers. This research would like to find out the most effective way on how institutions, the DepEd in general, can provide for the overall satisfaction of teachers that eventually would ignite or rekindle their love and passion for teaching, by recognizing and strengthening the role of teachers through designing a credible reward, better pay system, and fair promotion standard that would make them feel cared and valued for [9][10]. Work is an important aspect of people's lives and almost half of their lives are spent at work, so understanding the factors that affect job satisfaction is crucial to improving teacher's performance and productivity [11].

The relationship between professional commitment and job satisfaction in the performance of teachers is an issue

needing further study especially in the District of Marilao. Hence, the researcher would like to find out if there is a relationship in the professional commitment, job satisfaction and the work performance of public elementary teachers in the District of Marilao to devise a retooling program that may aide this issue.

### 3. STATEMENT OF THE PROBLEM

The main problem of the study was to determine the professional commitment and job satisfaction of public elementary teachers in the district of Marilao as an input to faculty professional development.

Specifically, it attempted to answer the following questions:

1. What is the professional commitment of the respondents in terms of:
  - 1.1 Affective commitment;
  - 1.2 Continuance commitment; and
  - 1.3 Normative commitment?
2. What is the job satisfaction of the respondents in terms of:
  - 2.1 Work;
  - 2.2 Pay;
  - 2.3 Opportunities for promotion and growth;
  - 2.4 Management; and
  - 2.5 Co-workers?
3. Is there a significant relationship between job satisfaction and professional commitment of the respondents?

### 4. METHODOLOGY

The study used descriptive correlational and comparative research methods in this study to determine the significant relationship between the dimension of respondents' job satisfaction and the dimension of professional commitment and to find out which among the dimension of professional commitment and job satisfaction affects teachers performance among selected public elementary school teachers in the District of Marilao. This method explores relationship between job satisfaction and professional commitment of teachers based on different dimensions. Descriptive Statistics such as frequency counts, percentage, and weighted mean were used to describe the teachers' profile, their job satisfaction (work, pay, opportunities, for promotions or professional growth, management, and co-worker) and on the commitment either affective, normative, and continuance. Correlation analysis particularly Pearson r Correlation Coefficient will be used to test the hypotheses.

This study was conducted in eighteen (18) public elementary schools at Marilao district.

The district of Marilao have 558 teachers. The respondents of the study were selected by clustered random sampling. Respondents are grouped according to grade level and their names are drawn through fishbowl technique to preserve substance and transparency of responses. One hundred twenty-six (126) public elementary school teachers participated in the survey.

The researcher considered some ethical principles in research while conducting the study. The researcher observed the principles of autonomy, beneficence, and confidentiality. The principles of autonomy referred to the idea that individuals should be treated as autonomous agents who should decide for themselves if they wish to participate in a research study. The researcher provides a letter of communication to the authorities of selected schools with this, they can decide to participate in the study or not. The information collected from the participants will not be disclosed to the public in a way that it could identify the participants' results. Confidentiality was used in the study to protect the well-being and the job of the respondents.

### 5. RESULTS AND DISCUSSIONS

#### Professional Commitment

Based on the summary of professional commitment of the teacher-respondents, Normative commitment ranked first, followed by affective, career, work and continuance commitment, respectively. Loyalty to the organization and the sense of responsibility to continue employment, and the obligation to repay what had the organization had given is stronger among the teacher-respondents.

#### Job Satisfaction

In the job satisfaction dimensions of teacher-respondents, work ranked first, followed by co-worker dimension, succeeded by opportunities for promotion and growth, and management while pay as the last. These proved that respondents are work oriented, open for personal growth, responsible and accountable for their action.

#### Relationship Between Job Satisfaction and Professional Commitment

There is a high positive correlation in the over-all relationship between the dimensions of professional commitment and job satisfaction of teacher-respondents, with the result of work r-value of 0.698, pay (r-value of 0.416), opportunities for promotion (r-value of 0.589), management (r-value of 0.581), and co-worker with r-value of 0.640, respectively.

### 6. CONCLUSIONS

Job satisfaction can be attributed to emotional reaction of respondents in different job activities such as economic factors, human relations, in-school factors, teachers' knowledge, the values system related to teachers' work commitment while professional commitment is linked with organizational attachment and the magnitude and nobility of the work itself.

Professional commitment is important in maintaining quality workforce, that exhibits loyalty to the organization and dedication to the teaching profession.

Harmonious relationship, better pay system and availability of career advancement in an organization is important to job satisfaction.

## 7. RECOMMENDATIONS

The following are the recommendations offered by the researcher based on the foregoing conclusions:

Professional Commitment and job satisfaction are two important aspects in teachers' entire career. Though teaching career is of a noble calling, it involves knowledge, patience, and sacrifices. It must also be equated with better pay and reward system, prompt promotion or career advancement and justifiable benefits. Teachers, in order to augment their financial status, must finish their Master's Degree or Doctorate degree not just to qualify for promotion, but also to hone their skills and capability to perfect their craft.

Administrators and principals must administer faculty development program to strengthen professionalism among teachers so they will become more committed and dedicated to their craft. In addition, financial literacy trainings should be included in the Gender and Development Program of teachers.

The Department of Education must enhance program for Teacher Education and devise improved guidelines on promotion and career advancement through conducting seminars and trainings in order for teachers to become competent and qualified educators.

The Local School Board must revitalize comprehensive incentive and reward system for deserving teachers to subsidized teachers need.

Future researchers should gather more data in relation to teachers' commitment and job satisfaction. Furthermore, a proposed faculty retooling program is devised to guide administrator and principal to enhance teachers' commitment that will lead to job satisfaction.

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