

**Commitment and Behavioral Competencies of Teachers in Misamis Oriental Division:
Basis for School Developmental Plan**

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Abstract. The study focuses on the vital role of educators' commitment and behavioral competencies in creating a positive academic environment, particularly as more teachers are pursuing international opportunities that may challenge their loyalty to their home institutions. Conducted among 300 public elementary school educators in Misamis Oriental Division for the school year 2023-2024, the research aimed to understand the relationship between organizational commitment and behavioral competencies. The study had six main objectives: defining respondent demographics, evaluating commitment and competency levels, identifying variations linked to specific demographics, exploring the connection between commitment and competencies, and proposing a school development plan to enhance education quality. The findings indicated a strong correlation between teacher commitment and behavioral competencies, with a focus on educators aged 36-40, predominantly female, teaching Grade 1. Educators with master's degree units and extensive experience demonstrated significant commitment, especially in collaborative efforts. The study recommended workshops to boost teacher commitment, initiatives to foster behavioral competencies, support for ongoing professional development, and tailored strategies to improve educational practices.

Keywords: organizational commitment, behavioral competencies

Introduction

The commitment and behavioral competence of teachers have been viewed as essential in creating a positive and productive workplace. Educators who have fully invested in their work exhibit dependability, enthusiasm, and readiness to exceed expectations for the benefit of their students and colleagues. Consequently, they contribute to an organization's success. According to recent data, numerous professionals including educators, have opted to leave their positions and seek alternative opportunities (Pratama et al., 2022). The pandemic accelerated this shift, which forced a significant transition from in-person learning to remote learning. A substantial portion of the teaching population has expressed interest in changing careers, with more than 60% actively searching for new employment and 40% no longer committed to their workplace (Hefny, 2021).

Teachers' commitment and behavioral competence are essential in making a positive and beneficial working environment. Teachers who have ultimately contributed to their work display constancy, excitement, and preparation to surpass desires for the advantage of their understudies and colleagues. Thus, they contribute to an organization's victory. Concurring to later information, various experts, including teachers, have cleared out their positions and looked for elective openings (Pratama et al., 2022). The widespread quickened this move, which constrained a noteworthy move from in-person learning to inaccessible learning.

A considerable parcel of the instructing populace has communicated intrigued in changing careers, with more than 60% effectively looking for unused business and 40% no longer committed to their work environment (Hefny, 2021). This drift, called the Extraordinary Acquiescence started September 2021. Specifically, in the Philippines, the Department of Education witnessed a significant exodus of teachers opting for overseas placements. Such movements have been primarily attributed to various motivations ranging from financial stability to professional growth and personal commitment (Jones & Kim, 2019).

Teachers were considered the primary drivers in propelling the route of any educational institution. Identifying the significant predictors of teacher commitment would elicit effective delivery of quality teaching instructions to students. Hence, this study provides valuable data to improve retention schemes and serves as a vital tool to craft future directions and considerations. Therefore, this study views the mediating effect of teachers' organizational commitment as a significant construct because a lack of such devotion may have a negative impact on teachers' perception and performance, as well as the overall performance of the educational process.

Literature Review

Organizational Commitment

Organizational commitment is the connection between the employees and the management of an organization in a way that both share a common goal to accomplish, a shared vision for the organization, and a compatibility/attachment between the two parties, allowing for a better extension that goes beyond the scope of the work. A solid Organizational commitment was predictive of engagement, productivity, morale, and an increased chance of an employee staying with an organization through challenging times (Guzeller et al., 2019).

Many results and types of organizations in 1990, created a multidimensional model of commitment consisting of three components: affective, continuation, and normative. Although each teacher may have a different affective, normative, and continuance commitment in a different school, all three components were critical in education administrators' eyes; increasing any components could contribute to teachers' retention rates (Solinger et al., 2019). These three components can appear simultaneously and together represent the level of organizational commitment.

Affective Commitment

Affective commitment employees' positive emotion was regarded as an affective commitment, impacting organizational retention. Teachers with exemplary affective commitment have an intense sense of belonging and good performance and will continue to work at the organization. According to Larkin et al. (2019), an affective commitment is the main characteristic of organizational commitment. In schools, teachers with effective, solid commitment will be loyal to their current school, often cooperate with the school-assigned tasks, and may not consider leaving the school, even if the other schools offer better conditions (Hina & Wafa, 2020). Teachers with practical, solid commitments will be effectively committed to their school. They will understand the significance and values of their current job and will not consider moving to another school (Snape et al., 2019).

Poliquit et al. (2019) affirm that affective commitment among teaching employees indicates that teachers feel full of affection in the institution and feel that they belong. This means that the teachers often commit to manifesting love and importance towards their organization. Teachers become committed to their institution when they find that their organization has significant meaning among and within themselves.

Continuance Commitment

Continuance commitment continuance commitment appears when employees' needs are satisfied; they are likely to stay in the organization to maintain their current benefits. Suppose employees value their current job, position, and status in the organization they already have. In that case, they will compare the advantages and disadvantages of leaving the organization and feel it is unnecessary. Teachers' continuing commitment is reflected by their interests, who will consider the loss of benefits and opportunities for career growth if they leave the school (Larkin

et al., 2019). As Hina and Wafa (2020) also commented, if teachers had a strong continuance commitment, they would prefer to stay in the current school, as they may consider all the factors and compare the consequences of leaving the current job.

In light of continuance commitment, studies show that teaching employees were committed to staying with the organization since they view it as a matter of necessity and desire. Thus, it implies that the employee wants to stay in the organization out of necessity, or it could be for the fulfillment derived from the noble profession of molding the students' minds so they can be successful soon. However, on the other hand, studies revealed that teaching and non-teaching employees were committed to staying in the organization since they thought they had no alternative jobs to select if they left the organization. This idea implies that the employees think they have no other option but to stay with the organization since the labor market is also highly competitive (Poliquit et al., 2019). Lastly, understanding teachers' commitment will help school administrators develop programs to keep excellent young teachers in their institutions.

Normative Commitment

Normative commitment employees' commitment stems from their sense of responsibility, a more moral perspective related to their sense of ethics. With this commitment, employees may feel they must be loyal or respond to their organization; it is like a kind of morality to their original organization. Therefore, with more substantial organizational commitment, the employees would contribute to the organization's future development. For example, in school situations, teachers may think they should stay in the same school because they feel obligated and responsible for the school's work and success (Snape et al., 2019). The level of teachers' normative commitment could be related to the school's professional development, reward system, or welfare policy for teachers; all of these may make teachers morally believe that this current situation deserves their stay (Hina & Wafa, 2020).

Concerning normative commitment, Poliquit et al. (2019) revealed that employees were committed to believing that they must be loyal to the organization. Both respondents manifest loyalty towards the educational institutions for teaching employees and non-teaching. The respondents' perspective about loyalty denotes that top management should undertake some action that would significantly improve their manifestation of loyalty. This means that if the organization was loyal to the employees, the employee might report a higher degree of normative commitment.

Career Commitment

Teachers' professional commitment refers to their devotion and attachment to the teaching profession and the organization they serve. According to Tan (2020), as teachers advance in their careers, their professional commitment influences their retention intents or decisions, which are influenced by motivational and school contextual elements that differ according to their career level. Teachers' professional dedication may vary depending on the environment, individual experiences, and career stages. Reid (2023) states that social factors influence teachers' commitment to the profession, and personal and professional interactions play a significant role in defining identity and have been linked to teacher commitment. Teachers must commit to lifelong learning, serving children academically and personally, being involved after the school day ends, establishing a growth mindset, and being "drama" free if they were to succeed in the field and ultimately leave a positive impact on their students.

Caleja (2020) posits that a teacher's career commitment is crucial amid the complexities of education, as it is the belief that every student has potential. This commitment drives teachers to go the extra mile, providing support and creating a safe, supportive environment where students feel valued and inspired. Teachers also serve as mentors, sources of encouragement,

and beacons of hope. Their commitment extends beyond textbooks and lesson plans, shaping character, instilling values, and fostering community. They adapt teaching methods to reach every student, recognizing and celebrating their strengths. A committed teacher was the backbone of education, a catalyst for growth, sparking curiosity, and building a brighter future.

Work Commitment

Teachers' work commitment, defined as their dedication and loyalty to their job and organization, is crucial for maintaining quality education, as it fuels their passion, motivation, and energy for optimal performance (Ling, 2022). Several factors influence teachers' commitment, including positive work relationships, professional dignity, growth opportunities, workload, and a sense of safety (Goh, 2022). Committed teachers exhibit higher job satisfaction and consistently strive for excellence in instruction, maintaining high standards and demonstrating unwavering loyalty to their school's goals (Altun, 2019). Their commitment also influences their retention intentions, shaped by motivational and contextual factors that evolve throughout their careers. To succeed in the field and positively impact students, teachers must embrace commitments to lifelong learning, student support, engagement beyond school hours, fostering a growth mindset, and maintaining a drama-free environment (Ibrajima, 2022).

Research investigating teachers' work commitment has identified several significant factors. Özdemir (2021) discovered that workaholic tendencies, particularly enjoyment and drive, strongly predict affective and normative commitment among primary school teachers. Similarly, Sabir (2021) observed a positive correlation between work engagement and organizational commitment among university-level teachers. Paulík (2020) emphasized the importance of job satisfaction, meaningfulness of work, and personality traits such as extraversion and conscientiousness in predicting work engagement. Zare (2019) further emphasized the impact of various factors, including organizational participation, work attitude, organizational justice, job motivation, management style, alienation from work, and job satisfaction, on teachers' work commitment. These studies highlight the intricate interplay of individual, organizational, and sociological factors influencing teachers' work commitment.

Behavioral Competencies

Behavioral competency can be defined as employee actions and behaviors that contribute to or facilitate the achievement of organizational goals (Fogaça et al., 2019), the total value expected to provide the organization by different behavioral patterns the employee exhibits in a standard time. Generally, competencies refer to the knowledge, skills, and behaviors that school heads must demonstrate to achieve results. As stipulated in the Department of Education's Order No. 2 s. 2015, the core behavior competencies across the organizations include self-management, professionalism, and ethics, resulting in focus, teamwork, service orientation, and innovation.

Touching on teacher behavioral competencies, it unavoidably has a close connection with educational improvement at school as their organization. It determines either school progression or retrogression. Zuber and Altrichter (2019) claimed that teacher personalities like self-efficacy and positive affectivity nurture openness to educational standard reform.

Self-Management

In education, teachers' self-management encompasses their capacity to skillfully regulate their thoughts, emotions, and behaviors, facilitating the accomplishment of objectives and the successful fulfillment of professional obligations. This concept encapsulates essential attributes such as strategic planning, organizational proficiency, perseverance, progress monitoring, and emotional regulation. The significance of teachers' self-management lies in its positive impact on their overall performance, enhancement of student success, facilitation of personal growth,

promotion of professional development, and augmentation of workplace efficiency (Ericson, 2022).

Teachers' self-management encompasses mastering fundamental behavioral competencies necessary for excelling in their challenging responsibilities. These competencies include strategic planning, organizational skills, persistence, ongoing progress monitoring, and emotional regulation. The significance of teachers' self-management lies in its ability to improve their performance, foster student success, facilitate personal growth, contribute to professional development, enhance workplace efficacy, and promote sustainable adaptation to changing conditions (Tulgan, 2022).

Professionalism and Ethics

Ampomah (2021) and Karatas (2019) emphasize the importance of ethical leadership and professional values in teaching. Ampomah emphasizes the critical role of school leaders in creating an ethical environment. In contrast, Karatas cites specific characteristics of ethical educators, such as preserving professional connections and working for equal rights. Additionally, Ratheeswari (2022) and Zhunusbekova (2022) emphasize the importance of these competencies. Ratheeswari emphasizes the importance of teacher educators having strong teaching skills and professional ethics, whereas Zhunusbekova focuses on the ethical viewpoints of primary school teacher candidates. Collectively, these studies highlight the importance of professionalism and ethics in the teaching profession, highlighting the development of these skills in both educators and teacher educators.

Result Focus

Teachers' core behavioral competencies, focused on result orientation, were closely linked to their dedication to achieving desirable outcomes and driving student success. The search results highlight several competencies within this domain. Firstly, teachers exhibit goal orientation by clearly defining aims individually and collaboratively and directing their efforts towards efficient realization (Zeiger, 2019). They demonstrate proficiency in complex pedagogical tasks, indicating their ability to handle sophisticated teaching assignments requiring advanced content knowledge and application (Kruse, 2019).

Several studies have identified essential behavioral competencies for teachers, focusing on learner-centered teaching, student communication, teaching strategies, classroom management (Ibrahim, 2019), and pedagogic, content, and ICT competencies. These qualities were critical for developing a result-oriented approach to teaching, allowing teachers to actively engage students and aid their learning. Furthermore, teachers' attitudes about their professional resources significantly impact their willingness to use a competency-based approach to education (Lenski, 2019).

Teamwork

Several studies have investigated the significance of teamwork in enhancing teacher competencies. Rahmawati (2020) underscores the necessity for a climate that fosters creativity and innovation, while Hodovaniuk (2021) emphasizes the role of teamwork in enhancing communication, motivation, and mutual responsibility. Volkova (2021) introduces the integration of teamwork in pedagogical courses, highlighting its effectiveness in problem-solving and creativity. Malashenkova (2021) explores the challenges associated with organizing and coordinating teamwork among preschool teachers, emphasizing the complexity of this task. These studies highlight the importance of teamwork in developing teachers' behavioral competencies (Rahmawati et al., 2021).

In educational settings, teamwork-focused teacher behavioral competencies include a range of abilities, qualities, and activities to foster practical cooperation and collective goal

achievement (Nessipbayeva, 2019). Based on Gerlach (2020), competent educators demonstrate collaboration skills by working cooperatively to achieve common goals, sharing expertise and relevant information, resolving conflicts constructively, embracing diverse perspectives and promoting inclusivity, actively participating in decision-making processes, and cultivating collective responsibility for results. Furthermore, influential teachers demonstrate leadership by using available data to drive improvements, advocating for students' rights with integrity and ethical standards, pursuing ongoing professional development, cultivating professional relationships and networking, and championing schools' and student's interests.

Service Orientation

Nessipbayeva (2019) states that the leading behavioral qualities of service-oriented teachers revolve around exhibiting a commitment to assisting others and providing great experiences to students and members of the larger educational organization. These talents involve a variety of essential topics. Teachers demonstrate empathy and patient listening by actively hearing and grasping others' points of view, demonstrating care and concern for their feelings, and understanding their particular situations.

They demonstrate customer focus by proactively recognizing and reacting to the needs of children, parents, administrators, and coworkers, seeing them as valuable 'customers' who deserve attention and assistance. Excellent interpersonal communication skills were required, which included delivering clear ideas customized to different audiences, encouraging open debates, and showing warmth and civility.

Innovation

Teachers must enhance their core behavioral competencies to embrace and effectively incorporate innovation into their teaching practices. This involves developing a multifaceted skill set that goes beyond traditional pedagogical methods. Rahmawati's (2020) emphasis on fostering an innovative culture within schools underscores the importance of teachers cultivating an environment that encourages experimentation, adaptability, and openness to new ideas.

Grigoryeva (2020) highlights the need for teachers to possess creative competencies. This involves understanding innovative teaching methods and actively engaging in creative problem-solving, thinking critically, and fostering a classroom atmosphere that stimulates students' creativity.

Furthermore, Simonović (2021) stresses the role of self-efficacy and various individual and environmental factors in enhancing teachers' innovative behavior. Teachers need to believe in their ability to implement innovative approaches successfully. Additionally, they should be aware of the contextual factors, such as administrative support, available resources, and collaboration opportunities that can either facilitate or hinder their innovative efforts.

Statement of the Problem

This study aimed to determine the level of teacher commitment and behavioral competencies among teachers in selected districts of Misamis Oriental during the School Year 2023-2024. The results would be the basis for the school's developmental plan. It specifically answered the following questions:

1. What is the respondents' profile regarding age, sex, grade level taught, highest educational attainment, teaching experience, and position?
2. What is the level of teacher commitment, considering organizational commitment to affective, normative, continuance; career, and work?

3. What is the respondents' level of behavioral competencies based on self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation?
4. Is there a significant relationship between teachers' commitment and behavioral competence?
5. Is there a significant difference in the teacher's commitment and behavioral competence when grouped according to their profile?
6. What school development plan on commitment and behavioral competence of teachers can be designed based on the findings of the study?

Theoretical Framework

This study was anchored on The Social Exchange Theory of George Homans and Peter Blau. It was a sociological and psychological concept that sought to explain how individuals make decisions in social relationships based on the perceived benefits and costs associated with those relationships. The theory posits that people engage in social interactions and relationships when they believe the benefits outweigh the costs.

Social Exchange Theory suggests that individuals in social relationships assess the costs and rewards associated with their interactions. For teachers, commitment to their profession, students, and school was influenced by this evaluation. Teachers may become more committed when they perceive rewards such as fair compensation, recognition, professional development opportunities, and support from the organization and colleagues. Conversely, if teaching costs, such as workload, stress, or lack of support, outweigh the rewards, it can lead to decreased commitment.

Scope and Limitations

This study focused on teachers' commitment and behavioral competencies in the Division of Misamis Oriental for the School year 2023-2024. This study limited its independent variables to the teacher's commitment, namely organizational commitment, which was affective, normative, and continuance, with the career, and work commitment. In contrast, the dependent variable was bounded to the teachers' behavioral competencies, which consists of self-management, professionalism and ethics, result focus, teamwork, service orientation and innovation and the intervening variables, which included the respondents' age, sex, grade level taught, highest educational attainment, teaching experience, position.

Methodology

Research Design

This study utilized the descriptive-survey research design method to determine commitment and behavioral competencies. Such a method was employed because it involved description, recording, analysis, and interpretation. It was used in different fields of study because of its applicability to address various research problems. In addition, the qualitative method was used to gather pertinent data through focus group discussions. Teachers' commitment determines organizational commitment, including affective, normative, continuance; career, and work commitment. These teachers' commitments are considered to be determinants of behavioral competencies. The research not only required gathering, tabulating, and computing data but also involved analysis and interpretation of results and drawing the implications of the findings. In addition, qualitative methods were used in gathering pertinent data through focus group discussions to decide on participants for significant insights into the study.

Study Setting

The study was conducted in the selected districts of public elementary schools in the Division of Misamis Oriental. It concentrated on this location since it was accessible and manageable for the researcher. The researcher was stationed at Malanang Integrated School, part of the District Opol in Misamis Oriental. The province consists of twenty-three (23) municipalities, nine (9) of which are in the Western portion and fourteen (14) in the Eastern portion. All province municipalities are along the coastline except for Claveria, the only landlocked municipality. The selected district of Misamis Oriental covered in this study was composed of seven (7) municipalities: Alubijid, Balingasag, Claveria, Kinoguitan, Opol, Tagoloan and Villanueva. There were one hundred sixty-nine (169) public schools in the selected districts of Misamis Oriental. Opol was the first municipality favorable to the researcher's location.

Study Population and Sampling Technique

The respondents in this study were the three hundred (300) public elementary school teachers in the nine districts of Misamis Oriental Division during the School Year of 2023-2024. Table A presents the participating district with the corresponding number of teachers. There are seven (7) public district schools, namely Alubijid, Balingsag, Kinoguitan, Claveria, Opol, Tagoloan, and Villanueva, with a total population of eight hundred eighty-nine (889). The researcher applied the fishbowl technique, a methodology, to identify participating schools. The researchers used a fishbowl draw to identify possible participant schools, allowing for a more complete and inclusive identification of schools that fit the study's criteria.

Table A: Distribution of Respondents

District	Population	Respondents						Total Respondents
		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
Alubijid	33	2	2	2	1	2	2	11
	22	1	1	1	2	1	1	7
	13	1	1	1	1	1	1	6
	12	1	1	1	1	1	1	6
Balingasag	77	4	4	4	4	4	4	24
	26	2	1	2	1	1	1	8
	21	1	1	1	2	1	1	7
	28	2	2	1	1	2	1	9
Claveria	47	3	3	2	2	2	1	13
	21	1	1	1	1	2	1	7
	17	1	1	1	2	1	1	7
	14	1	1	1	1	1	1	5
Kinoguitan	24	1	2	2	1	1	1	8
	14	1	1	1	1	1	1	6
	18	1	1	1	1	1	1	6
	18	1	1	1	1	1	1	6
Opol	74	3	4	4	4	3	3	21
	46	3	3	3	3	2	2	16
	29	2	2	1	1	2	2	10
	25	1	1	2	1	1	2	8
Tagoloan	103	4	5	5	6	4	6	30
	35	2	2	2	2	2	2	12
	33	1	1	1	2	3	3	11
	35	2	2	2	2	2	2	12
Villanueva	84	4	3	3	3	4	4	21
	34	2	2	2	1	2	2	11
	18	1	1	1	1	1	1	6
	15	1	1	1	1	1	1	6
	889	50	50	50	50	50	50	300

Research Instruments

The instrument used in the study was patterned after Allen and Meyer's questionnaire (1990) on measurement and antecedents of affective, normative, continuance, career, and work commitment to the organization. The Reference and User Service Association (2013) and the guidelines for behavioral competencies of reference and information service providers were anchors of the RPMS-PPST core behavioral competencies. Part I inquired about respondents' profiles, including age, sex, grade level taught, highest educational attainment, teaching experience, and position. Part II inquired about the teacher's commitment indicators, which were patterned and intended for the teacher's commitment, which consists of work, career, and organizational commitment of affective, normative, and continuance. It also dealt with the behavioral competencies of self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation. The researcher made full use of information and communication technology by creating Google Sheets to reach out to respondents. This was the most open way to collect data because of the location of the respondents.

Statistical Treatment of Data

The data collected in this study were subjected to specific statistical treatments. The data were coded, tallied, and tabulated for better presentation and interpretation of the results. The statistical methods used were the following: Descriptive statistics such as frequency, percentage, mean, and standard deviation were employed to describe the variables of this study. These were reflected in the problems' findings. Appropriate statistical tools were utilized. Also, the Spearman Correlation Test and Kruskal Wallis Test were used for deeper inferential analysis to test the significant relationship between teachers' commitment and teachers' behavioral competencies in Misamis Oriental during the School year 2023-2024.

Ethical Consideration

One critical ethical aspect of doing research was preserving the well-being and rights of research participants. This idea was widely known as respect for persons. This principle was vital for ensuring that participants were treated with respect and autonomy. The following ethical considerations must be addressed.

Informed Consent: The researcher sought voluntary and informed consent from all individuals who were engaged in this study. Participants were given clear and thorough information regarding the study's goal, procedures, benefits, and the right to leave without penalty.

Privacy and Confidentiality: The researcher has an ethical obligation to protect the privacy of their participants. This includes ensuring that data collected were stored securely and that participants' identities were kept confidential. The researcher also explained the use of the data under whatever circumstances to maintain transparency.

Accountability and Oversight: Ethical research was subject to review and oversight by an Institutional Review Board (IRB) or an ethics committee. This body evaluated research proposals to ensure they meet ethical standards and provide guidance on conducting research responsibly.

These ethical considerations are crucial in ensuring that research is conducted responsibly and with respect for the rights and welfare of participants and the broader community. The researcher adheres to ethical guidelines and regulations relevant to this field to ensure that the work upholds these principles.

Results and Discussion

Problem 1. What is the respondents' profile in terms of age, sex, grade level taught, highest educational attainment, teaching experience, and position?

Table 1: Distribution of Respondents' Profile in terms of Age

Category	Frequency	Percentage
56 years old and above	30	10.00
51-55 years old	30	10.00
46-50 years old	48	16.00
41-45 years old	35	11.67
36-40 years old	59	19.67
31-35 years old	44	14.67
26-30 years old	50	16.67
25 years old and below	4	1.33
Total	300	100.00

Table 1 illustrates the age distribution. This data revealed that respondents between the ages **36 and 40** had the highest frequency of **59 (19.67%)** of the respondents, which indicates that most of the respondents are in their mid-life and are mature enough. This implies that this maturity equips them with the skills and competence necessary to fulfill their duties and responsibilities effectively. Based on Challies (2019) reports which states that with aging comes the responsibility of maturity. As employees age, they gain the responsibility to act in a way fitting for their age; middle-aged teachers were more competent, revealed that middle-aged teachers, specifically those between the ages of 36 and 48, were more competent in raising students' test scores than younger or older teachers.

On the other hand, the lowest frequency of **4 (1.33%)** of the respondents belonged to **25 years old and below**. This indicates that there were fewer young teachers in the organization. This implies that younger teachers are more willing to take risks, seeking better economic prospects and potentially enhancing their overall quality of life. As observed, the reason behind this trend was the desire for more excellent pay, which was frequently one of the main drivers, as educators may be able to pursue more lucrative opportunities elsewhere. According to international studies, 21% of teachers express their desire to leave the education system, which is recognized as one of the risks for the education systems of various countries (Henry, 2020).

Table 2: Distribution of Respondents' Profile in terms of Sex

Category	Frequency	Percentage
Male	32	10.67
Female	269	89.33
Total	300	100.00

Table 2 shows that among 300 respondents, **(89.33%)** were female 268 respondents. This suggests that there were more female than male respondents. This suggests that the majority were female respondents who were more actively engaged participants in Misamis Oriental during School Year 2023-2024. This implies that female teachers dominate this study. As observed in most responses, they were female feasibly. According to Sy (2023), out of 847,467 public school teachers in the Philippines, 87.63% of the teachers in public elementary schools and 71.29% of the teachers in public secondary schools are females.

On the other hand, the lowest frequency was **32 (10.67%)**. This indicates that there are very few men in the teaching profession. This implies that men don't like teaching and carrying out extra critical work and tend to shift to the administrative track, unlike females. According to Arao (2019), there are only a few male teachers in the classroom since most men dislike clerical work, and report writing and teaching are seen as women's jobs. The stereotype that men should work while women stay at home and teach the kids makes the occupation more likely for women as they have a passion for teaching children.

Table 3: Distribution of Respondents' Profile in Terms of Grade Level Taught

Category	Frequency	Percentage
Grade 6	67	22.33
Grade 5	61	20.33
Grade 4	31	10.33
Grade 3	43	14.33
Grade 2	25	8.33
Grade 1	73	24.33
Total	300	100.00

Table 3 demonstrates the respondents' profile in terms of grade level taught. Data show that participants with the highest number of responses are at Grade 1 level, with a frequency of **73 (24.33%)**. This indicates that a large proportion of the study's respondents were teachers in grade 1. This implies that Grade 1 was the first formal level of elementary. This was the first year in elementary school when various learning areas were introduced. According to O'Ferrall and Green (2019), these teachers must be familiar with the content and pedagogy, develop engaging lessons that meet the needs of diverse learners, and employ a variety of instructional strategies to improve student achievement while also developing positive relationships.

On the other hand, the lowest frequencies, **25 (8.33%)**, belong to grade 2. This means that only some teachers were assigned to the Grade 2 level, and these were assigned to them by their respective school heads. This implies their capacity to handle the grade level assigned to them was connected to their knowledge, competence, and more profound command of complex skills to teach and the way they handle their learners. This program benefits all public schools and learners by assuring an ideal teacher-to-learner ratio.

Table 4: Distribution of Respondents' Profile in Terms of Highest Educational Attainment

Category	Frequency	Percentage
Doctorate Degree	2	0.66
With Doctorate Degree	9	3.00
Master's Degree	74	24.67
With Master's Degree Units	167	55.67
Baccalaureate Degree	48	16.00
Total	300	100.00

Table 4 displays the distribution of respondents' highest educational attainment, with statistics indicating that the highest frequency, **167 (55.67%)**, was a bachelor's degree with master's degree units. This implies that many teachers were now seeking a master's degree for personal and professional development. Teachers, as seen, strongly believe in the importance of staying updated in learning. As a result, many teachers have enrolled in graduate schools. A master's degree can help you thrive and profit in today's more competitive employment

environment (Galiza et al., 2019; Comon & Corpuz, 2024) found that the majority of the teachers were in graduate school and had acquired units toward their master's degrees.

On the other hand, a Doctorate Degree has the lowest frequency, **2 (0.66%)**. This suggests that very few teachers seek postgraduate studies. The low percentage of respondents with a doctoral degree may signal a potential shortage of educators with the highest academic qualifications, which could have repercussions for leadership roles and academic contributions. As observed, the majority of teachers who do not want to advance in their careers are beyond the age of 40. They could no longer see the usefulness of it. One of them even mentioned that she had already reached the pinnacle of her teaching career (Galiza et al., 2019).

Table 5: Distribution of Respondents' Profiles in Terms of Teaching Experience

Category	Frequency	Percentage
16 years and above	105	35.00
13 to 15 years	24	8.00
10 to 12 years	40	13.33
7 to 9 years	30	10.00
4 to 6 years	64	21.33
1 to 3 years	37	12.33
Total	300	100.00

Table 5 shows the distribution of respondents' teaching experience, and data show that the highest frequency **105 (35%)** was 16 years and above. This indicates that the most engaged teacher respondents are seasoned teachers in the field. This further implies that these teachers have sufficient experience handling, implementing, and managing classroom environments. Their dedication and loyalty have been put to the test over time. According to Joye and Wilson (2019), seasoned or distinguished teachers are far more effective than beginning teachers in teaching practices and classroom management styles.

On the other hand, the lowest frequency, **24 (8%)**, implies that the respondents age from 13 to 15 years old. As observed that the majority of respondents have already been teaching for 13 to 15 years, are relatively seasoned to the teaching profession, and are at the mid-level of the Department of Education. Teaching experience was favorably associated with gains, accomplishments, and success because teachers strive to facilitate better student learning. According to Podolsky and Kini (2019), instructors' efficacy improves as they gain experience in the classroom and have a considerable impact on students' academic performance.

Table 6: Distribution of Respondents' Profile in Terms of Teaching Position

Category	Frequency	Percentage
Master Teacher II	12	4.00
Master Teacher I	31	10.33
Teacher III	60	20.00
Teacher II	41	13.67
Teacher I	156	52.00
Total	300	100.00

Table 6 shows the distribution of respondents' profiles in terms of teaching positions, and the data show that the highest frequency was Teacher I position **156 (52%)**. This suggests that the majority of teachers in the Department of Education are still in entry-level positions due to a systematic difficulty with career growth possibilities and promotion standards. Unclear or rigid promotion procedures and insufficient support for professional development and

mentorship activities caused this stagnation. David et al. (2019) it is essential to understand the level of work satisfaction among entry-level positions. In addition, it's worth noting that the paradigm shift began with the Implementation of Republic Act 10533, Enhanced Basic Education.

On the other hand, the lowest frequency for the teaching position was **12 (4.00%)** of respondents who have the Master Teacher II position. The current data indicates that advancement opportunities to the esteemed rank of Master Teacher were notably scarce, necessitating teachers to actively engage in self-enhancement and demonstrably excel in their educational contributions to be considered for these coveted roles. This was supported by House Congress Representatives Tinio and Castro of the ACT Teachers Party-list (2019), who argue that teachers promotion processing hampered teachers' career advancement, the imposition of numerous requirements, and certain limitations such as a scarcity of plantilla items for higher positions and the setting of teaching item ratios.

Problem 2. What is the teachers' level of commitment considering the organizational commitment, affective, normative, continuance; career, and work?

Table 7: Distribution of Teachers' Commitment Considering Organizational Affective

Indicators <i>As a teacher...</i>	Mean	SD	Description
I would be very happy to spend the rest of my career with my present organization.	3.45	0.59	At all Times
I enjoy discussing my organization with people outside it.	3.16	0.73	Most of the Time
I feel as if this organization's problems are my own.	2.84	0.85	Most of the Time
I think that it is hard for me to easily attach to another organization as I am to this one.	3.00	0.77	Most of the Time
I do feel like a 'part of my family' at this organization.	3.40	0.78	At all Times
I do feel 'emotionally attached' to this organization.	3.39	0.63	At all Times
this organization has a great deal of personal meaning for me.	3.46	0.58	At all Times
I do feel a strong sense of belonging to this organization.	3.47	0.58	At all Times
I believe I have a few options to consider leaving this organization.	2.97	0.79	Most of the Time
too much of my life would be disrupted if I left my organization.	2.90	0.76	Most of the Time
Overall	3.20	0.71	Most of the Time

Legend: 3.25-4.00=At all Times / Very High 1.75-2.49=Sometimes / Low
2.50-3.24=Most of the Time / High 1.00-1.74=Never / Very Low

Table 7 reveals the distribution of teachers' commitment, considering the affective domain. The data revealed an overall mean of **3.20 (SD=0.71)**, described as **Most of the Time**. This indicates that teachers have a high sense of engagement with their organization, as indicated by their active participation in the organization's initiatives and activities. It implies that the teachers polled have a strong desire to continue their careers inside the organization, which can be ascribed to their enjoyment of their place of employment. Poliquit et al. (2019) affirm that affective commitment among teaching employees indicates that teachers feel full of

affection in the institution and feel that they belong. This suggests that the teachers often exhibit commitment in terms of manifesting love and importance towards their organization.

Among the affective indicators, **As a teacher, I do feel a strong sense of belonging to this organization** obtained the highest mean of **3.47 (SD=0.58)** with the description of **At all Times**. This indicates that teachers consistently have a very high connection and attachment to their organization. The sense of belonging means that they have a positive attitude towards their work environment, fostering loyalty, commitment, and engagement. Teachers with exemplary affective commitment have an intense sense of belonging and good performance and will continue to work at the organization (Larkin et al., 2019).

Conversely, the indicator **As a teacher, I feel as if this organization's problems are my own** obtained the lowest mean of **2.84 (SD=0.85)**, described as **Most of the Time**. This means that though teachers have highly prominent roles in the organization, they may not always experience a deep personal engagement with the organization's challenges and concerns. This implies a possible shortfall in these teachers' sense of responsibility and commitment to the organization's problems. Such a gap suggests a diminished drive, involvement, and readiness to contribute to resolving organizational issues. In addition, those employees usually have positive attitudes and good emotional intelligence since their commitment is one of the essential supports for their long-term work in their organizations (Semih, 2021).

Table 8: Distribution of Teachers' Commitment Considering Organizational Normative

Indicators <i>As a teacher...</i>	Mean	SD	Description
I think that people these days move from company to company too often.	2.94	0.69	Most of the Time
I do believe that a person must be loyal to his/her organization	3.44	0.63	At all Times
jumping from organization to organization is unethical for me.	2.79	0.84	Most of the Time
one of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.	3.30	0.76	At all Times
if I got another offer for better jobs elsewhere I would not feel it was right to leave my organization.	2.90	0.88	Most of the Time
I was taught to believe in the value of remaining loyal to one organization.	3.23	0.74	Most of the Time
things were better in the days when people stayed with one organization for most of their careers.	3.12	0.74	Most of the Time
I do not believe that wanting to be a 'company man/woman' is sensible anymore.	3.04	0.66	Most of the Time
it would be very hard for me to leave my job at this organization right now even if I wanted to	3.10	0.73	Most of the Time
right now, staying with my job at this organization is a matter of necessity as much as desire.	3.28	0.69	At all Times
Overall	3.11	0.74	Most of the Time

Legend: 3.25-4.00=At all Times / Very High
2.50-3.24=Most of the Time / High

1.75-2.49=Sometimes / Low
1.00-1.74=Never / Very Low

Table 8 reports the distribution of teachers' commitment, considering organizational normative with an overall mean of **3.11 (SD=0.74)** described as **Most of the Time**. This implies that they have a high regard for continuing to work at the organization where they were employed. Furthermore, they absorbed concepts of responsibility and obligation, making individuals obligated to maintain participation in the group. Based on Snape et al. (2021), normative commitment stems from employees' sense of responsibility, which is a more moral perspective related to their sense of ethics. With this commitment, employees may feel they must be loyal or respond to their organization. It is like a morality to their original organization.

In line with this, indicator **As a teacher, I do believe that a person must be loyal to his/her organization** got the the highest mean of **3.44 (SD=0.63)**, described as **At all Times**. This implies that the very high context of a teacher shows a solid dedication to the educational institution's objectives and goals, as well as an alignment of personal beliefs with the organization's educational philosophy. According to Semih (2021), teachers would be more likely to work harder and devote more to their jobs at their organizations. Thus, those employees usually have positive attitudes and good emotional intelligence since their commitment is one of the most essential supports for their long-term work in their organizations.

On the other hand, the lowest indicator **As a teacher, Jumping from organization to organization is unethical for me**, with a mean of **2.79 (SD= 0.84)**, described as **Most of the Time**. This means that teachers regard loyalty to an educational institution as a critical ethical ideal, rejecting the desire to change employment regularly in search of stability and continuity. For teachers, consistency ensures continuity in teaching methods, curriculum implementation, and student-teacher interactions. According to Snape et al. (2021), with more substantial organizational commitment, the employees would contribute to the organization's future development.

Table 9: Distribution of Teachers' Commitment Considering Organizational Continuance

Indicators	Mean	SD	Description
<i>As a teacher...</i>			
I am afraid of what might happen if I quit my job without having another one lined up.	3.28	0.66	At all Times
It would be very hard for me to leave this organization right now.	3.43	0.65	At all Times
Too much in my life would be disrupted if I decided to leave the organization now.	3.18	0.72	Most of the Time
It would be too costly for me to leave the organization now.	3.21	0.76	Most of the Time
Right now, staying with the organization is a matter of necessity as much as desire.	3.26	0.65	At all Times
I feel that I have too few options to consider leaving this organization.	3.04	0.68	Most of the Time
One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.	3.10	0.67	Most of the Time
One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice.	3.20	0.66	Most of the Time
I believe that other organizations may not match the overall benefits I have in this organization.	3.17	0.70	Most of the Time
I would feel guilty if I left this organization now.	3.11	0.76	Most of the Time

Overall	3.20	0.69	Most of the time
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Legend: 3.25-4.00=At all Times / Very High 1.75-2.49=Sometimes / Low
2.50-3.24=Most of the Time / High 1.00-1.74=Never / Very Low

Table 9 discloses the distribution of teachers' commitment considering organizational continuance with an overall mean of **3.20 (SD=0.69)** described as **Most of the Time**. This implies that there was a high significant costs and consequences associated with departing from their current organization for the respondents. This was a good indicator that they recognized individuals' need to stay working for the organization based on the perceived cost of resigning. Teachers with a strong commitment remained in the organization because they needed the institutions, so the concept of staying with the current institution was one of necessity and desire. As exemplified by Singh and Gupta (2019), commitment was the level to which an employee feels dedicated because of their economics.

Among the indicators, **As a teacher, it would be tough for me to leave this organization right now** got the highest with a mean of **3.43 (SD=0.65)** described as **At all Times**. This indicates that Misamis Oriental teachers have a very high chance of remaining in their current positions. This implies that the benefits and privileges provided by their existing organizations assisted the teachers in remaining tied to the organization, as well as having a substantial emotional investment in the organization. According to Poliquit et al. (2019), employees were unable to leave their organization even if they wanted to go immediately; they remained for a variety of reasons, including better-paying job possibilities; employees find it challenging to quit the institution, even if they want to, due to the consequences of leaving.

In contrast, the indicator, **As a teacher, I feel that I have too few options to consider leaving this organization** got the lowest mean of **3.04 (SD=0.68)**, described as **Most of the Time**. This implies that the teacher may perceive a scarcity of viable possibilities in terms of other employment offers or vacant positions in various organizations. Furthermore, the high concerns about job security may contribute to a sense of needing more options. Fear of the unknown and the potential challenges in adjusting to a new work environment may contribute to this mindset. According to Poliquit et al. (2019), teaching and non-teaching individuals would stay in the company to gain experience before moving on to other occupations, or they would stay otherwise.

Table 10: Summary of Teachers' Level of Organizational Commitment

Variables	Mean	SD	Interpretation
Affective	3.20	0.71	High
Normative	3.11	0.74	High
Continuance	3.20	0.69	High
Overall	3.17	0.71	High

Legend: 3.25-4.00=At all Times / Very High 1.75-2.49=Sometimes / Low
2.50-3.24=Most of the Time / High 1.00-1.74=Never / Very Low

Table 10 reveals the interpretation of teachers' levels of organizational commitment with an overall mean of **3.17 (SD=0.71)** with an interpretation of **High**. It indicates that the teachers of Misamis Oriental had a high level of commitment to the organization, a strong indicator that teachers were more engaged in all areas of commitment. Teachers with high organizational commitment would be more likely to work harder and devote more to their jobs at their organizations. As exemplified by Semih (2020), those employees usually carry positive attitudes with good emotional intelligence since their commitment was one of the most essential supports for their long-term work in their organizations.

On the other hand, the **continuance commitment** got the highest mean of 3.20 (SD=0.69), which is interpreted as **High**. This means that the teachers hold a high value towards working in the organization. This further implies that the high continuance commitment is due to self-investment in the organization and that it shows teachers are not only emotionally committed to the organization but also have a practical or pragmatic need to maintain their work in the organization that they are in (Kasogela, 2019).

However, the **normative commitment** obtained the lowest **mean of 3.11 (SD=0.74)**, which is interpreted as **High**. It suggests that, although high in interpretation, teachers felt that there were periods when this dedication wavered. There may be situations where their commitment could have been stronger or more constant, and teachers might not always feel bound by a strong sense of responsibility in their profession. Teachers' normative commitment was influenced by many factors, both from themselves and the work environment; an example of this was their work motivation, awareness that work done as a religious service will benefit others and themselves, also professional development, providing employment counseling, career monitoring, and skills appraisal were the factors that affect their normative commitment (Suparjo, 2019).

Table 11: Distribution of Teachers' Commitment Considering Career

Indicators	Mean	SD	Description
<i>As a teacher...</i>			
my career is a central interest in my life.	3.48	0.60	At all Times
working in my current profession is important to me.	3.65	0.50	At all Times
my career is likely to take me to work for other organizations beyond this one.	3.10	0.77	Most of the Time
changing my career would be easy for me to do now.	2.60	0.94	Most of the Time
changing my career now may involve a considerable sacrifice.	3.23	0.74	Most of the Time
pursuing my career is important to my self-image.	3.35	0.65	At all Times
think my profession is a rewarding career.	3.54	0.61	At all Times
I know where my career is going.	3.46	0.56	At all Times
I would recommend my profession as a career.	3.49	0.59	At all Times
I would want to work in this profession.	3.54	0.57	At all Times
Overall	3.34	0.65	At all Times

Legend: 3.25-4.00=At all Times / Very High 1.75-2.49=Sometimes / Low
2.50-3.24=Most of the Time / High 1.00-1.74=Never / Very Low

Table 11 shows the distribution of teacher's commitment based on career, with an overall mean of **3.34 (SD=0.65)**, described as **At all Times**. This indicates that teachers in the province of Misamis Oriental had a very high regard for the teaching profession. This implies that when a professional enjoys their work, they were more likely to continue obtaining the necessary information to function well. It was found that teachers focus on their careers by pursuing continuing professional development by enrolling in master's and postgraduate courses. Several studies looked into how committed teachers might grow their careers to improve their teaching. Larasati (2023) discovered that resilient instructors engage in both official and informal professional development activities, such as seminars, webinars, and discussions with colleagues.

In line with this, the indicator **As a teacher, Working in my current profession is important to me** got the highest mean of **3.65 (SD=0.50)**, described as **At all Times**. This suggests that the very high description of teachers reflects that their present profession is more

than just an occupation; it is a calling that connects directly with their sense of purpose and passion. This further implies that every day, teachers have the opportunity to make a significant difference in the lives of their pupils. Solinger (2019) stated that the teaching profession was generally viewed as rewarding, with pre-service teachers expressing positive perspectives on English teaching as a career option.

On the other hand, the indicator **As a teacher, Changing my career would be easy for me to do now** got the lowest mean of **2.60 (SD=0.94)**, described as **Most of the Time**. This suggests that teachers anticipate that transitioning to a new work environment or industry will be more demanding because of an apparent lack of adaptability, and the uncertainty may contribute to the feeling that shifting jobs was difficult. This implies that the interpretation of high among teacher may be uncertain about their abilities to manage a job move successfully.

According to Harrison (2019), the process of changing careers can be complex and multifaceted.

Table 12: Distribution of Teachers' Commitment Considering Work

Indicators	Mean	SD	Description
The most important things that happen in life involve work.	3.49	0.57	At all Times
Work should be considered central to life.	3.34	0.63	At all Times
An individual's life goals should be work-oriented.	3.35	0.58	At all Times
Life is only worth living when people get absorbed in work.	3.20	0.72	Most of the Time
The major satisfaction in my life comes from my job.	3.21	0.66	Most of the Time
live for my job, and this is one of my sources of income.	3.47	0.60	At all Times
The most important things that happen to me involve my work.	3.37	0.64	At all Times
I know that my work is expected to give quality output.	3.54	0.53	At all Times
My work motivates me to do my best in the workplace.	3.50	0.55	At all Times
I am eager to learn new things as applied to my work.	3.58	0.55	At all Times
Overall	3.41	0.60	At all Times

Legend: 3.25-4.00=At all Times / Very High 1.75-2.49=Sometimes / Low
2.50-3.24=Most of the Time / High 1.00-1.74=Never / Very Low

Table 12 presents the distribution of teachers' commitment based on work with an overall mean of **3.41 (SD=0.60)**, described as **At all Times**. This suggests that teachers frequently begin the profession with a very high interest in education and a desire to touch the lives of their pupils positively. This enthusiasm was the primary mechanism by which they found value in their work. These intrinsic motivators were critical for finding value in their work. Research consistently shows that teachers' work commitment is closely linked to their motivation, work environment, and workplace values. Teachers who perceive their work as meaningful and have a calling orientation are more likely to be committed (Turner, 2019).

Based on the table, the highest indicator **I am eager to learn new things as applied to my work** got the highest mean of **3.58 (SD=0.55)**, described as **At all Times**. This indicates that respondents have very high aspirations in terms of change, new ideas, and learning as long as it helps them better progress. This implies that continuous learning was required to stay up with the changing landscape of education, which includes new teaching methodologies, technologies, and pedagogical approaches. According to Nababan (2020), teachers are increasingly expected to expand their educational attainment to serve students better and apply the latest trends in education. Emphasizes the need for educational supervision to enhance teacher professionalism in the 21st-century learning era.

Conversely, the indicator **Life is only worth living when people are absorbed in work** got the lowest mean of **3.20 (SD=0.72)**, described as **Most of the Time**. This indicates that teachers, though High in mean, do not view a complete immersion in their work as the only source of life fulfillment. The result was consistent with the growing awareness in numerous professions about the importance of work-life balance and the potential negative implications of focusing too much on professional tasks. According to Bagarić (2020), postmodern society's blurring of work-life borders creates a hollow existence, that life is neutral.

Table 13: Summary of Teachers' Level of Commitment

Variables	Mean	SD	Interpretation
Organizational	3.17	0.71	High
Career	3.34	0.65	Very High
Work	3.41	0.60	Very High
Overall	3.31	0.65	Very High

Legend: 3.25-4.00=At all Times / Very High 1.75-2.49=Sometimes / Low
2.50-3.24=Most of the Time / High 1.00-1.74=Never / Very Low

Table 13 shows the summary of the teachers' commitment. It was revealed that the overall mean of **3.31 (SD=0.65)**, interpreted as **Very High**. This implies that the teachers have a very high commitment to their profession. This suggests that teachers are deeply invested in their roles and are willing to go above and beyond to deliver quality education to their students and contribute to the overall success of their institutions. Vigneswary et al. (2021) pointed out that the quality of school education nowadays relies significantly on teachers' commitments. In other words, teachers with higher commitment could ensure the school's further development and productivity.

On the other hand, the **work commitment** obtained the highest mean of **3.41 (SD=0.60)**, which is interpreted as **Very High**. This suggests a very high commitment among teachers towards their roles within the organization that teachers prioritize their responsibilities consistently, ensuring they are fully engaged in their work throughout. This commitment extends beyond just fulfilling job requirements; it embodies a deep sense of passion and responsibility toward their students' education and the success of the organization as a whole. Work-committed teachers exhibit higher job satisfaction and consistently strive for excellence in instruction, maintaining high standards and demonstrating unwavering loyalty to their school goals (Altun, 2019).

On the contrary, the **organizational commitment** obtained the lowest mean of **3.17 (SD=0.71)**, which is interpreted as **High**. This suggests that the high interpretation, on average, is that teachers may feel less deeply connected or committed to their employing institutions compared to other aspects such as career commitment or work commitment. Low organizational commitment has various negative effects on different aspects of organizations. Studies have shown that low organizational commitment leads to higher turnover intention (Sofyanty et al., 2023), resulting in increased costs associated with recruiting and training new employees.

Problem 3. What is the respondents' level of behavioral competencies based on the following self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation?

Table 14: Distribution of Teachers' Behavioral Competencies-based on Self-Management

Indicators	Mean	SD	Description
Sets personal goals and directions, needs, and development.	4.20	0.60	Consistently Demonstrated
Undertakes personal actions and behavior that are clear and purposive and takes into account personal goals and values congruent to that of the organization.	4.19	0.66	Consistently Demonstrated
Displays emotional maturity and enthusiasm for and is challenged by higher goals.	4.19	0.66	Consistently Demonstrated
Prioritizes work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals.	4.23	0.63	Role Modeled
Sets high-quality, challenging, realistic goals for self and others.	4.19	0.63	Consistently Demonstrated
Overall	4.20	0.64	Consistently Demonstrated

Legend: 4.21-5.00=Role Modeled/ Strongly Positive
 1.81-2.60=Sometimes Demonstrated/ Negative Attitude
 3.41-4.20=Consistently Demonstrated / Positive Attitude
 1.00-1.80=Rarely Demonstrated / Strongly Negative
 2.61-3.40=Most of the Time Demonstrated / Neutral

Table 14 shows the distribution of teachers' behavioral competency based on self-management with an overall mean of **4.20 (SD=0.64)**, described as **Consistently Demonstrated**. This indicates that teachers have a positive attitude to regulate and control their actions in a way that was consistent with professional standards and has a beneficial impact on their teaching practice. This further implies a variety of qualities that contribute to effective teaching, including emotional regulation, time management, adaptability, and interpersonal communication. Teachers intentionally and purposefully regulate their actions and behaviors in the classroom and educational settings. This resonates with the research study of Sarkar et al. (2021).

The indicator **Prioritizes work tasks and schedules (through Gantt charts, checklists, etc) to achieve my goal** obtained the highest mean of **4.23 (SD=0.63)** described **Role Modeled**. This indicates that teachers have a strong positive disposition towards prioritizing work tasks and schedules. They typically use organizational tools such as Gantt charts, checklists, planners, or digital applications to plan and track their responsibilities. Teachers who efficiently prioritize their job assignments and schedules are more focused and efficient in meeting their objectives (Kennedy, 2021). This was especially significant in classroom management, where a positive environment was essential for good teaching and learning.

On the contrary, the indicator **Sets high-quality, challenging, realistic goals for self and others** got the lowest mean of **4.19 (SD=0.63)**, described as **Consistently Demonstrated**. This suggests that, despite keeping a positive attitude, teachers may need to regularly establish high and attainable goals for themselves or their students. According to Shneyder (2021), teachers have an important role in defining high-quality, challenging, and achievable goals for themselves and their students. It emphasizes the need for creative self-fulfillment and goal dedication in teachers, which people need to make improvements, and unbalanced views might hamper them.

Table 15: Distribution of Teachers' Behavioral Competencies Based on Professionalism and Ethics

Indicators	Mean	SD	Description
Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for public officials and employees (RA 6713).	4.42	0.64	Role Modeled
Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.	4.46	0.62	Role Modeled
Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication	4.47	0.63	Role Modeled
Makes personal sacrifices to meet the organization's needs.	4.38	0.63	Role Modeled
Act with a sense of urgency and responsibility to meet the organization's needs, improve the system, and help others improve their effectiveness.	4.44	0.66	Role Modeled
Overall	4.43	0.51	Role Modeled

Legend:

- 4.21-5.00=Role Modeled/ Strongly Positive
- 1.81-2.60=Sometimes Demonstrated/ Negative Attitude
- 3.41-4.20=Consistently Demonstrated / Positive Attitude
- 1.00-1.80=Rarely Demonstrated / Strongly Negative
- 2.61-3.40=Most of the Time Demonstrated / Neutral

Table 15 shows the distribution of teachers' behavioral competencies based on professionalism and ethics with an overall mean of **4.43 (SD=0.51)**, described as **Role Modeled**. This indicates that teachers are required to demonstrate a thorough awareness of and adherence to educational ethical principles. It entails upholding a high standard of integrity, honesty, and accountability in all professional relationships. According to Ratheeswari (2022) emphasizes the need for teachers to have a positive aptitude for teaching, which includes professional ethics.

The indicator **Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication** got the highest mean of **4.47 (SD=0.63)**, described as **Role Modeled**. This demonstrates that teachers have a strong positive attitude and demonstrate trustworthiness by maintaining honesty, integrity, and dependability, honoring promises, respecting confidentiality, and establishing trust in the school community. Teachers' professional image was a complicated and nuanced term that was influenced by many things. Samoylenko (2020) emphasizes the impact of commercialization on higher education and the necessity for laws to preserve a conducive academic environment.

On the other hand, the indicator **Makes personal sacrifices to meet the organization's needs** got the lowest mean of **4.38 (SD=0.63)** described as **Role Modeled**. This indicates that, despite teachers' strong positive attitudes, they may feel they need to be more adequately supported or appreciated by the organization for which they work. This means that teachers may need to obtain adequate recognition or reciprocation from the institution to give up their personal time, finances, and well-being. According to Ancho (2019), Teachers often make personal sacrifices to meet the needs of their organization, such as working beyond official hours and managing heavy workloads.

Table 16: Distribution of Teachers' Behavioral Competencies based on Result Focus

Indicators	Mean	SD	Description
Achieves results with optimal use of time and resources Most of the Time.	4.38	0.62	Role Modeled
Avoids rework, mistakes, and wastage through effective work methods by placing organizational needs before personal needs.	4.27	0.63	Role Modeled
Delivers error-free outputs Most of the Time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no supervision required.	4.25	0.22	Role Modeled
Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.	4.33	0.61	Role Modeled
Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, and morale, without setting any specific goal.	4.34	0.63	Role Modeled
Overall	4.31	0.54	Role Modeled

Legend: 4.21-5.00=Role Modeled/ Strongly Positive
 1.81-2.60=Sometimes Demonstrated/ Negative Attitude
 3.41-4.20=Consistently Demonstrated / Positive Attitude
 1.00-1.80=Rarely Demonstrated / Strongly Negative
 2.61-3.40=Most of the Time Demonstrated / Neutral

Table 16 shows the distribution of teachers' behavior based on result focus with an overall mean of **4.31 (SD=0.54)**, described as **Role Modeled**. This suggests that teachers with a result-focused competency establish a strong positive attitude toward quantifiable and precise objectives for student learning outcomes. These objectives provide a clear direction for instructional planning and assessment. This includes assessing student progress, identifying areas for improvement, and adjusting teaching strategies as needed. Clear objectives indicate an educator's commitment to reaching specified educational outcomes. Teachers who prioritize building successful learning environments are more likely to improve student accomplishment (Paunesku et al., 2020).

The indicator **achieves results with optimal use of time and resources Most of the Time** got the highest mean of **4.38 (SD=0.62)**, described as **Role Modeled**. This suggests that teachers have a strong positive attitude toward detailed preparation and get results that make the most use of their time and resources. This includes lesson planning, arranging instructional resources, and preparing for examinations in the most efficient manner possible. Olivo (2021) discovered that, while teachers generally used good time management, it had no meaningful impact on their teaching performance.

On the contrary, the indicator **Delivers error-free outputs Most of the Time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no supervision required** got the lowest mean of **4.25 (SD=0.22)** described as **Role Modeled**. This suggests that, despite a strong positive attitude, it may be difficult to constantly adhere to established methods and produce work of extremely good quality without supervision. Kasli

(2022) stressed the significance of teacher competence in controlling student learning, with a focus on the utilization of cooperative models and blended learning methodologies. These studies emphasize the value of good supervision, principal performance, and teacher competency in improving student learning results.

Table 17: Distribution of Teachers' Behavioral Competencies Based on Teamwork

Indicators	Mean	SD	Description
Willingly does my share of responsibility.	4.50	0.60	Role Modeled
Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization.	4.50	0.61	Role Modeled
Applies negotiation principles in arriving at win-win agreements	4.50	0.66	Role Modeled
Drives consensus and team ownership of decisions.	4.40	0.66	Role Modeled
Works constructively and collaboratively with others and across organizations to accomplish organization goals and objectives.	4.50	0.66	Role Modeled
Overall	4.49	0.62	Role Modeled

Legend: 4.21-5.00=Role Modeled/ Strongly Positive
 1.81-2.60=Sometimes Demonstrated/ Negative Attitude
 3.41-4.20=Consistently Demonstrated / Positive Attitude
 1.00-1.80=Rarely Demonstrated / Strongly Negative
 2.61-3.40=Most of the Time Demonstrated / Neutral

Table 17 shows the distribution of teachers' behavioral competency-based teamwork with an overall mean of **4.49 (SD=0.62)**, described as **Role Modeled**. This suggests that teachers who have a strong positive attitude toward behavioral competency in cooperation engage in collaborative and cooperative behaviors in their professional connections. They actively contribute to a positive team dynamic by communicating effectively, delegating responsibilities, and collaborating with colleagues to achieve common goals. According to Hodovaniuk (2021), teamwork enhances communication, inspires, boosts motivation and mutual responsibility, helps overcome fear, teaches how to deal with criticism, and fosters an environment where students may learn from one another, generate new ideas, and enjoy their activities.

The indicator, **Willingly does my share of responsibility** got the highest mean with **4.50 (SD=0.60)**, described as **Role Modeled**. This suggests that teachers have a strong positive attitude toward being prepared and passionate about achieving their given obligations, displaying a positive and proactive approach to work and responsibilities, and expressing a sense of ownership and commitment. This implies that accepting responsibility benefits the organization by promoting teamwork, collaboration, and productivity. Clara (2019) indicates that teachers are willing to take on their share of responsibility in the classroom, even without direct supervision from administrators.

On the other hand, the indicator **Drives consensus and team ownership of decisions** got the lowest mean of **4.40 (SD=0.66)**, described as **Role Modeled**. This means that, despite its strong positive attitude, there may still be issues in building a collective sense of responsibility and teamwork within the team context. This resonates with the research of Meeuwissen (2020), which repeatedly reveals that teachers play an important role in driving consensus and supporting team ownership of choices, which generates a pleasant learning environment. This is particularly crucial in transdisciplinary contexts, where teachers must fit with the educational philosophy, display shared leadership, and participate in decision-making processes.

Table 18: Distribution of Teachers' Behavioral Competencies based on Service Orientation

Indicators	Mean	SD	Description
Can explain and articulate organizational directions, issues, and problems.	4.15	0.63	Consistently Demonstrated
Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.	4.28	0.67	Role Modeled
Initiates activities that promote advocacy for men's and women's empowerment.	4.21	0.63	Consistently Demonstrated
Participates in updating office vision, mission, mandates, and strategies based on DEPED strategies and directions.	4.33	0.67	Role Modeled
Develop and adopt a service improvement program through simplified procedures that will further enhance service delivery.	4.27	0.66	Role Modeled
Overall	4.25	0.65	Role Modeled

Legend: 4.21-5.00=Role Modeled/ Strongly Positive
 1.81-2.60=Sometimes Demonstrated/ Negative Attitude
 3.41-4.20=Consistently Demonstrated / Positive Attitude
 1.00-1.80=Rarely Demonstrated / Strongly Negative
 2.61-3.40=Most of the Time Demonstrated / Neutral

Table 18 shows the distribution of teachers' behavioral competency based on service orientation with an overall mean of **4.25 (SD=0.65)**, described as **Role Modeled**. This indicates that teachers have a strong positive attitude and emphasize the needs of others, such as pupils, colleagues, and parents. They are dedicated to offering high-quality education and assistance to improve the overall educational experience for all stakeholders. Service orientation suggests a concern for the well-being and pleasure of those they serve. This implies that teachers prioritize students' needs and foster an engaging learning environment. Kruschler (2019) has shown that service learning can significantly impact the development of teaching competencies, particularly in the linguistic-communicative area.

The indicator **Participates in updating office vision, mission, mandates, and strategies based on DepEd strategies and directions** got the highest mean of **4.33 (SD=0.67)**, described as **Role Modeled**. This implies that teachers have a strong positive attitude and actively participate in the process of analyzing and adjusting the office's vision, mission, directives, and strategy. The involvement implies a collaborative effort to connect the office's goals and plans with the Department of Education's strategies and directions. This involvement is essential for effective curriculum development and school success (Khorasgani, 2021).

On the other hand, the indicator **Can explain and articulate organizational directions, issues, and problems** got the lowest mean of **4.15 (SD=0.63)**, described as **Consistently Demonstrated**. This suggests that, despite the positive attitude, a possible breakdown in communication within the educational institution could happen. This suggests that teachers may feel alienated or uninformed about their organization's overall aims, challenges, and issues. According to Yanti and Larasati (2021), effective communication skills are critical for teachers in relaying organizational directions and presenting accurate information.

Table 19: Distribution of Teachers' Behavioral Competencies Based on Innovation

Indicators	Mean	SD	Description
Examines the root cause of problems and suggests effective solutions. Foster new ideas, and processes and suggest better ways to do things (cost and/ or operational efficiency).	4.25	0.63	Role Modeled
Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.	4.21	0.65	Role Modeled
Promotes a creative climate and inspires co-workers to develop original ideas or solutions.	4.28	0.63	Role Modeled
Translates creative thinking into tangible changes and solutions that improve the work unit and organization.	4.16	0.64	Consistently Demonstrated
Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources	4.23	0.63	Role Modeled
Overall	4.23	0.64	Role Modeled

Legend:

- 4.21-5.00=Role Modeled/ Strongly Positive
- 1.81-2.60=Sometimes Demonstrated/ Negative Attitude
- 3.41-4.20=Consistently Demonstrated / Positive Attitude
- 1.00-1.80=Rarely Demonstrated / Strongly Negative
- 2.61-3.40=Most of the Time Demonstrated / Neutral

Table 19 shows the distribution of teachers' behavioral competency based on innovation with an overall mean of **4.23 (SD=0.64)** described as **Role Modeled**. This suggests that teachers with behavioral competency in innovation have a strong positive attitude and, hence, excel at introducing new ideas, methods, and approaches to teaching and learning creatively and proactively. This ability demonstrates a readiness to study, experiment, and adapt to new technologies, pedagogies, and educational practices to improve the learning experience. Furthermore, creativity in teaching was critical, and both personal characteristics and contextual elements, such as departmental organization and culture, have a key influence in facilitating innovative teaching practices (Ismayilova, 2022).

The indicator **Promotes a creative climate and inspires coworkers to develop original ideas or solutions** got the highest mean of **4.28 (SD=0.63)**, described as **Role Modeled**. This implies that teachers have a strong positive attitude toward cultivating a creative atmosphere and actively contribute to building an environment that encourages imaginative thinking, experimentation, and the exploration of new ideas in the classroom. They use constructive feedback and reflective techniques to improve and reinvent their teaching approaches constantly. Matolygina (2021) states that teachers play an important role in developing a creative classroom environment by encouraging original thinking and the exploration of new ideas, which increases their competency and effectiveness while also contributing to student creativity.

On the other hand, the indicator **Translates creative thinking into tangible changes and solutions that improve the work unit and organization** got the lowest mean of **4.16 (SD=0.64)** described as **Consistently Demonstrated**. This shows that despite the positive attitude, there is a potential gap in educational creativity and problem-solving skills. This suggests that, while teachers may have innovative ideas and ways of thinking, it is difficult to properly implement those ideas in order to achieve real advances at both the classroom and organizational levels.

Table 20: Summary of the Level of Teachers Behavioral Competencies

Variables	Mean	SD	Interpretation
Self- Management	4.20	0.64	Positive Attitude
Professionalism and Ethics	4.43	0.51	Strongly Positive
Result Focus	4.31	0.54	Strongly Positive
Teamwork	4.49	0.66	Strongly Positive
Service Orientation	4.25	0.65	Strongly Positive
Innovation	4.23	0.64	Strongly Positive
Overall	4.32	0.61	Strongly Positive

Legend: 4.21-5.00=Role Modeled/ Strongly Positive
 1.81-2.60=Sometimes Demonstrated/ Negative Attitude
 3.41-4.20=Consistently Demonstrated / Positive Attitude
 1.00-1.80=Rarely Demonstrated / Strongly Negative
 2.61-3.40=Most of the Time Demonstrated / Neutral

Table 20 reveals the interpretation of teacher's level of behavioral competencies with an overall mean of **4.32 (SD=0.61)**, interpreted as **Strongly Positive**. This indicates that the teachers generally exhibit strong positive and desirable behaviors across different indicators. This means that teachers consistently display actions and behaviors that align with the goals and expectations set by the Department of Education. According to the study by Hakim and Muhdi (2020) employees with high behavioral competencies can perform their jobs and duties with more enthusiasm through their abilities, expertise, and insight, proving a sense of responsibility for the work entrusted to them.

The data further revealed that **teamwork** got the highest mean of **4.49 (SD=0.66)** interpreted as **Strongly Positive**. This suggests that teachers with a strong positive attitude place a high value on collaboration with their colleagues. This means that they not only value working together but also actively demonstrate this behavior. Based on Gerlach (2020), competent educators demonstrate collaboration skills by working cooperatively to achieve common goals, sharing expertise and relevant information, resolving conflicts constructively, embracing diverse perspectives and promoting inclusivity, actively participating in decision-making processes, and cultivating collective responsibility for results.

Moreover, **self-management** obtained the lowest mean of **4.20 (SD=0.64)**, interpreted as **Positive Attitude**, indicating a less robust performance in this area among teachers. It implies that teachers who are perceived to have a positive attitude may be less actively involved in exhibiting self-management competencies in their work than in other areas. Results from Sila (2023) found a substantial link between teachers' self-worth and pupils' academic success.

Problem 4. Is there a significant relationship between teachers' commitment and behavioral competence?

Table 21: Result of the Test on the Relationship between Teachers' Commitment and Behavioral Competencies

Behavioral Competencies	Teachers' Commitment									Overall
	Organizational			Career			Work			
	<i>rho</i>	<i>p-value</i>	<i>interpretation</i>	<i>Rho</i>	<i>p-value</i>	<i>interpretation</i>	<i>rho</i>	<i>p-value</i>	<i>interpretation</i>	
Self-Management	0.3307	0.0001**	S	0.3239	0.0001**	S	0.3791	0.0001**	S	S
Professionalism and Ethics	0.2637	0.0001**	S	0.2298	0.0006**	S	0.3591	0.0001**	S	S
Result Focus	0.3703	0.0001**	S	0.3923	0.0001**	S	0.3614	0.0001**	S	S
Teamwork	0.2447	0.0001**	S	0.2533	0.0001**	S	0.2904	0.0001**	S	S

Service Orientation	0.2602	0.0001**	S	0.2107	0.0548	NS	0.2155	0.0002**	S	S
Innovation	0.3530	0.0001**	S	0.289	0.0001**	S	0.3647	0.0001**	S	S

Legend: Significant if $p\text{-value} < 0.05$ *alpha level S-Significant NS-Not Significant

Table 21 shows the result of the test conducted to examine if there was a statistically significant relationship between teachers' commitment and behavioral competencies. The hypothesis was tested at an alpha level of 0.05, where the hypothesis would not be rejected if the value or the area under the curve was greater than or equal to the predetermined significance level. According to the results presented, there was a significant relationship between teachers' commitment and behavioral competencies with a $p\text{-value}$ less than 0.01. As a result, the null hypothesis was rejected, providing sufficient evidence to support the presence of a significant relationship between the teachers' commitment in terms of organization and work and teachers' level of behavioral competencies with a 99% confidence level. Also, there was no significant relationship between career and service orientation because of a $p\text{-value}$ greater than 0.05, meaning that only the career commitment does not affect the service orientation of behavioral competencies.

The rejection of the null hypothesis in each case implies that there is indeed a meaningful connection between teachers' commitment and behavioral competencies. The interpretation of the significance suggests that as the teacher's level of commitment to organization, career, and work improves or becomes positive, there is a corresponding increase in the teachers' behavioral competencies across self-management, professionalism, and ethics, resulting in focus, teamwork, and innovation. The result is significant because it demonstrates the relationship between teacher commitment and professional behavior. It is the way their level of concern for their profession influences their behavior and characteristics.

As such a committed teacher naturally strives to hone their behavioral competencies. As these competencies develop, they fuel the teacher's commitment further, creating a virtuous cycle that benefits both the educator and the learners. The finding was in Consonance with Liu and Huang (2019) that the high level of commitment to the organization was an employee's decision to commit to achieving organizational goals, contributing more, and working beyond the expectations expected by the organization. Teachers with high commitments would be more likely to follow the school's vision and pursue their career growth. Teachers' commitments have different types, which also influence their behaviors. Teachers with exemplary commitment would be able to perform their organizational tasks well and be willing to stay longer (Korir & Kipkebut, 2019).

Teachers with a higher level of commitment will carry out their jobs more willingly, show extra effort on behalf of the school, and have a lower level of absenteeism. On the other hand, commitment was negatively associated with leaving school (Demir, 2019).

Problem 5. Is there a significant difference in the teacher's commitment and their behavioral competence when grouped according to their profile?

Table 22: Comparison of Teachers' Commitment when Grouped According to their Profile

Profile	Teachers' Commitment									Overall
	Organizational			Career			Work			
	<i>f-value</i>	<i>p-value</i>	<i>Interpre- tation</i>	<i>f-value</i>	<i>p-value</i>	<i>Interpre- tation</i>	<i>f- value</i>	<i>p-value</i>	<i>Interpre- tation</i>	
Position	4.774	0.035*	S	3.767	0.005**	S	3.359	0.01*	S	S
Age	6.461	0.017*	S	5.606	0.0001**	S	5.806	0.0001**	S	S
Sex	0.609	0.520	NS	0.009	0.924	NS	0.116	0.734	NS	NS
Grade Level Taught	1.736	0.211	NS	0.949	0.449	NS	1.799	0.113	NS	NS

Highest Educational Qualification	2.899	0.104	NS	1.497	0.215	NS	2.103	0.1	NS	NS
Teaching Experience	6.761	0.0001**	S	4.136	0.0001**	S	5.018	0.0001**	S	S

Legend: Significant if $p\text{-value} < 0.05^*$ S-Significant NS-Not Significant

Table 22 shows the difference in teachers' commitment when grouped according to profile. It shows that the teacher's commitment in terms of Organizational ($F=4.774$, $p=0.035$), Career ($F=3.767$, $p=0.005$), and Work ($F=3.359$, $p=0.01$) was found to have significant differences when group according to teaching position while no significant difference was found on teachers. However, the overall commitment of teachers shows that the difference was significant when grouped according to teaching position.

These differences indicate variations in perceptions of job security, career prospects, sense of duty, career aspirations, and day-to-day responsibilities among teachers in different roles within the education system. Teachers in positions with higher job security or better career prospects demonstrate stronger continuance commitment. In contrast, variations in normative commitment suggest differences in loyalty and commitment driven by factors such as leadership responsibilities and tenure. Career commitment varies based on opportunities for professional growth and advancement, and work commitment reflects differences in workload and responsibilities. Overall, understanding these variations is crucial for tailoring interventions and support mechanisms to enhance the engagement and commitment of teachers in different positions, ultimately contributing to a more dedicated and fulfilled teaching workforce.

The result also reveals that there is a significant difference in teachers' Organizational Commitment ($F=6.461$, $p=0.017$) and career commitment ($F=5.606$, $p=0.0001$) when grouped according to age when grouped according to profile; however, as to the overall result, it shows that teachers overall commitment differs significantly when grouped according to age.

As to the sex, the analysis indicates no significant differences in teachers' commitment across all dimensions, including organizational commitment ($F=0.609$, $p=0.520$), career commitment ($F=0.009$, $p=0.924$), work commitment ($F=0.116$, $p=0.734$). These findings suggest that gender does not play a significant role in shaping teachers' commitment levels in the examined context.

For grade level taught, no significant differences are observed based on organizational commitment ($F=1.306$, $p=0.261$), career commitment ($F=0.949$, $p=0.449$), and work commitment ($F=1.799$, $p=0.113$). Moreover, it is noteworthy that no significant differences are found in the dimensions of commitment, including organizational, career, work, and overall commitment, based on the grade level taught. This suggests that teachers across different grade levels share similar levels of emotional attachment to their work, sense of duty towards their profession and organization, aspirations for career advancement, engagement in their work tasks, and overall dedication to teaching. These findings underscore the universality of commitment among teachers, regardless of the specific grade level they teach. Factors beyond grade level, such as personal values, job satisfaction, organizational support, and intrinsic motivation, may play more prominent roles in shaping teachers' commitment levels across various dimensions.

Concerning the highest educational qualification, no significant differences are found in organizational commitment ($F=2.899$, $p=0.104$), career commitment ($F=1.497$, $p=0.215$), and work commitment ($F=2.103$, $p=0.1$). Furthermore, no significant differences were found in organizational, career, and work commitment based on the highest educational qualification; this does not necessarily diminish the importance of educational attainment in shaping teachers' overall commitment levels. The findings should uphold the value of educational attainment in influencing teachers' overall dedication to their profession.

Intrinsic motivation stands out as a potential major determinant of commitment. Teachers who are internally driven by a passion for teaching, personal values, and a sense of professional fulfillment might exhibit high levels of commitment regardless of their educational attainment. Finally, in terms of work experience, significant differences are observed in all dimensions of commitment, including organizational commitment ($F = 6.761$, $p = 0.0001$), career commitment ($F = 4.136$, $p = 0.001$), work commitment ($F = 5.018$, $p = 0.001$), and overall commitment ($F = 6.208$, $p = 0.001$). This suggests that teachers' levels of commitment increase with their years of experience in the profession.

The significant differences observed in all dimensions of commitment based on teachers' work experience indicate a strong association between years of experience in the profession and commitment levels. This finding suggests that as teachers gain more experience in their roles, their levels of commitment across various dimensions increase.

Similarly, this reflects teachers' sense of duty and obligation to remain in the profession and shows a significant positive association with work experience ($p = 0.001$). As teachers gain more experience, they may develop a stronger sense of loyalty and dedication to their profession, driven by a desire to make a lasting impact on student's lives and contribute to the broader goals of education. This sense of duty may be reinforced by the recognition and respect garnered through years of service in the profession.

Table 23: Comparison of Teacher's Behavioral Competencies when Grouped According to their Profile

Profile	Behavioral Competencies						Overall
	Self-Management	Professionalism and Ethics	Result Focus	Teamwork	Service Orientation	Innovation	
	<i>F-value p-value Interpretation</i>	<i>F-value p-value Interpretation</i>	<i>F-value p-value Interpretation</i>	<i>F-value p-value Interpretation</i>	<i>F-value p-value Interpretation</i>	<i>F-value p-value Interpretation</i>	
Position	3.067	3.524	6.641	5.791	6.465	1.829	S
	0.0103*	0.00413**	0.0001**	0.0001**	0.0001**	0.107	
	S	S	S	S	S	NS	
Age	2.779	5.134	1.535	6.771	4.789	2.285	S
	0.0082***	0.0001**	0.155	0.0001**	0.0001**	0.0279*	
	S	S	NS	S	S	S	
Sex	6.1	2.83	3.564	0.122	5.789	8.662	NS
	0.0141*	0.0936	0.06	0.727	0.0167*	0.0035**	
	S	NS	NS	NS	S	S	
Grade Level Taught	2.697	1.982	3.099	1.978	6.654	2.587	NS
	0.0211*	0.081	0.00963*	0.0818	0.0001**	0.0261*	
	S	NS	S	NS	S	S	
Highest Educational Attainment	3.017	1.37	4.749	2.274	6.877	2.751	NS
	0.0302*	0.252	0.00299**	0.0801	0.000172**	0.0429*	
	S	NS	S	NS	S	S	
Teaching Experience	3.293	1.931	3.526	1.454	2.033	1.252	S
	0.00655*	0.0891	0.00412**	0.205	0.074	0.285	
	S	NS	S	NS	NS	NS	

Legend: Significant if $p\text{-value} < 0.05^*$ S-Significant NS-Not Significant

Table 23 displays the result of the potential significant difference between the respondents' commitment and behavioral competencies, employing a significance level of 0.05. For the position category, there was a rejection of the null hypothesis for behavioral competencies except for innovation since the p-value was greater than 0.05. This suggests that there was enough evidence to affirm a significant difference between position and behavioral competencies, except for innovation, with a 959% confidence level. Hence, it can be confidently stated that Teacher I position that 52% (156 respondents) significantly contributed to the behavioral competencies except for innovation. This suggests that the degree to which

teachers are involved in their profession varies greatly depending on the hierarchy of education. This is consistent with earlier findings, including a Johnson study and Smith (2019), which discovered that managers and instructors in the classroom demonstrated different job involvement patterns, attributing variations to the differing obligations and duties of certain positions.

For the age category, the result leads to the rejection of the null hypothesis as evidenced by a p-value less than 0.05. Notice that only the result focus had no significant difference towards age since the p-value was greater than 0.05. As a result, age contributes a substantial role in the distribution of teachers' level of behavioral competencies except result focus with a 95% confidence level. Thus, respondents with 59 individuals, 19.67%, fell within the 36 to 40 years bracket, significantly contributing to the behavioral competencies except for result focus.

For the sex category, the finding indicates a significant difference in self-management, service orientation, and innovation with a p-value less than 0.05. This suggests that a rejection of the null hypothesis signifies sufficient evidence to conclude that there was a significant effect of sex and behavioral competencies in terms of self-management, service orientation, and innovation. Notice that professionalism, ethics, result focus, and teamwork showed no significant difference in sex since the p-value was greater than 0.05. Hence, it can confidently be stated that female respondents 89.33% (268 respondents) significantly contributed to the behavioral competencies except professionalism and ethics, result focus, and teamwork.

For grade level taught and highest educational qualification, it was observed that there was a rejection of the null hypothesis for self-management, result focus, service orientation, and innovation since the p-value was less than 0.05. This implies that there was sufficient evidence to affirm a substantial association between grade levels taught, highest educational qualification, and behavioral competencies in terms of self-management, result focus, service orientation, and innovation with a 95% confidence level. Notice that there was no significant difference in professionalism ethics, and teamwork since the p-value was greater than 0.05. Hence, it can be confidently stated that respondents with Master's degree units 55.67% (of 167 respondents) do not greatly contribute to the behavioral competence of the teachers.

Lastly, for work experience, it was noted that there was a rejection of the null hypothesis for self-management since the p-value was 0.0065. This implies that there was sufficient evidence to conclude that there was a significant difference between self-management and work experience. It can be confidently stated that work experience with 105 individuals (35%) fell within the 16 years and above bracket significantly contributed to the distribution of teachers' level of behavioral competencies based on self-management.

These findings support the research of Maksimović (2020) on teacher commitment to behavioral competency, which has revealed some significant variances depending on a variety of circumstances. It was discovered that female teachers demonstrate stronger social, emotional, and educational competencies. Carvalho (2021) also emphasized age disparities, with younger teachers exhibiting stronger family-to-work facilitation and older instructors expressing greater normative commitment.

On the contrary, Ari (2022) discovered no significant difference in teaching quality competence based on gender but did discover that teacher candidates who got pedagogical formation training perceived teaching quality competence more positively. Nasim (2022) also observed variances based on teaching experience and designation, which substantially impacted perceived teaching competencies. These data imply that age, gender, training, and experience all play a role in shaping teachers' commitment to behavioral competence.

Problem 6. What school development plan on commitment and behavioral competence of teachers can be designed based on the findings of the study?

Table 24: Matrix of Development Plan

Year 1: Core Framework							
Areas of Concern	Specific Objectives	Strategies/ Objectives	Time Frame	Persons Involved	Source of Fund	Budget	Outcomes
Normative Commitment	Regularly revisit and reinforce the Department of Education's mission and vision to strengthen teachers' alignment with institutional goals and enhance their normative commitment.	Seminar workshop on Revisiting DepED mission and vision	August 2024 3 days	Division Program Implementers SGOD-HRD Public School District Supervisor School Principal Teachers	Division MOOE/ Special Education Fund (SEF)	60,000.00	Fostered a deeper connection and commitment among teachers to the institution.
		Assemble a Review Committee	January 2025 3 days	Division Program Implementers SGOD-HRD Public School District Supervisor School Principal Teachers	Division MOOE/ Special Education Fund (SEF)	55,000.00	Strengthened normative commitment through a shared understanding of institutional values and goals.
Organizational Commitment	Develop and implement initiatives to deepen educators' commitment to the Department of Education by enhancing job satisfaction and alignment with the institution's values, resulting in increased engagement and reduced turnover within a 12-month period.	Conduct Seminar on Enhancing Educator Well-Being and Professional Competence	April 2025 3 days	Division Program Implementers SGOD-HRD Public School District Supervisor School Principal Teachers	Division MOOE/ Special Education Fund (SEF)	40,000.00	Enhanced educational outcomes as a result of increased organizational commitment amongst educators.
		Seminar on Educator Engagement and Commitment Enhancement	September 2025 3 days	Division Program Implementers SGOD-HRD Public School District Supervisor School Principal Teachers	Division MOOE/ (SEF)	70,000.00	reduction in educator turnover as a result of enhanced job satisfaction and organizational commitment.
Year 2: Enhance Programs							
Self-Management	Establish professional development that is tailored to individual needs, allowing teachers to set personal goals and self-manage	Seminar workshop EmpowerEd: A Tailored Journey Towards Mastery and Self-Directed Professional	February 2026 3 days	Division Program Implementers SGOD-HRD Public School District Supervisor School Principal Teachers	Division MOOE/ Special Education Fund (SEF)	60,000.00	Each teacher creates a personalized plan outlining their professional goals and strategies for achieving them.

	their progress towards these goals	Growth for Educators					
		Personalized Growth Pathways: Empowering Teachers through Tailored Professional Development	June 2026 3 days	Division Program Implementers SGOD-HRD Public School District Supervisor School Principal Teachers	Division MOOE/ Special Education Fund (SEF)	60,000.00	An increase in the number and quality of original ideas contributed by coworkers. Elevated collaboration and synergy across all department
Year 3: Incorporating and customizing							
Teachers Commitment and behavioral Competencies	To enhance teachers' dedication to their profession and improve their behavioral competencies through targeted professional development programs and continuous performance evaluations.	Conduct seminar on Teacher Engagement and Competency Enhancement Program	March 2027 3 days	Division Program Implementers SGOD-HRD Public School District Supervisor School Principal Teachers	Division MOOE/ Special Education Fund (SEF)	50,000.00	Increased teacher dedication as evidenced by improved teacher retention rates and commitment to student success.
		Committed Educator Advancement Program	July 2027 3 days	Division Program Implementers SGOD-HRD Public School District Supervisor School Principal Teachers	Division MOOE/ Special Education Fund (SEF)	65,000.00	Sustained improvement in teacher professionalism and behavioral competencies.
		School based Seminar on EmpowerED: Enhancing Teacher Commitment and Behavioral Competencies"	October 2027 3 days		Division MOOE/ Special Education Fund (SEF)	25,000.00	Demonstrate improved classroom management, more effective teaching strategies, and better instructional outcomes.

Conclusions

Based on the results and discussions that have been presented, the following conclusions were made:

The present study provides significant insights into the complex relationship that exists between the teacher's commitment and behavioral competence as essential elements of their professional development. The results highlight how important it was to comprehend and deal with the different facets of teachers' commitment because they were important in forming teachers' behavioral competencies. Strong commitments can spur teachers to be focused and committed to their work, but if these commitments are not sufficiently addressed or supported, it could negatively impact their behavioral competencies. This emphasizes how crucial it is that educational officials and administrators acknowledge and give teachers' commitment a priority when creating professional development programs and support systems.

Furthermore, the study illuminates how teachers demonstrate enthusiasm and dedication to their assigned tasks, even when occupying entry-level positions. This enthusiasm is evident in their willingness to go above and beyond what is expected of them, showcasing a proactive

approach to their professional responsibilities. Such dedication reflects not only individual commitment but also a broader commitment to their students and the education system as a whole. As administrators and officials consider the findings of this study, it becomes apparent that recognizing and fostering this commitment among teachers is essential for promoting a culture of excellence within educational institutions. By incorporating initiatives and support structures that acknowledge and nurture teachers' commitment, educational stakeholders can create environments conducive to professional growth and development, ultimately benefiting both teachers and students alike.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are hereby forwarded:

1. A comprehensive professional development program for teachers, considering diverse backgrounds and competencies. The program may provide personalized support, ongoing evaluations, constructive feedback, and recognition of teacher commitment and competency improvements. It should also foster a supportive educational environment, promoting a culture of excellence in teaching.
2. Educational institutions may foster a sense of duty and loyalty among teachers by enhancing their moral commitment to the school and its stakeholders.
3. Educational institutions should invest in professional development programs focusing on time management, emotional regulation, stress management, and organizational skills.
4. Institutions should integrate strategies to strengthen classroom management and student engagement skills, offering workshops, mentorship programs, and continuous learning opportunities. School administrations should support teachers' professional growth for effective teaching practices.
5. It is recommended that teacher training and development programs be tailored according to various demographic profiles.
6. A comprehensive developmental plan for teacher commitment and behavioral competencies enhancement should involve a thorough assessment of existing competencies and developmental needs.

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