

The Impact of Organizational Commitment on the Job Satisfaction of College Teachers in the College of Business Administration of Negros Oriental State University

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ABSTRACT

Teachers are at the core of society's education and literacy, making them an indispensable workforce. While the profession offers a noble cause, it is not without challenges and difficulties. The institution where they belong is expected to provide them with the necessary support so they can perform their job well. This study looks into the relationship between the organizational commitment levels and job satisfaction of 29 regular-fulltime faculty of the College of Business Administration of the Negros Oriental State University main campus. A survey questionnaire was administered to measure their affective, continuance, and normative organizational commitment levels, and job satisfaction. Through Pearson's r , it was found that there is no statistically significant relationship between affective and continuance commitment to job satisfaction. Although not strong, there is a recorded significant relationship between normative commitment and job satisfaction. The results showed that organizational commitment is not a strong driver for job satisfaction and vice versa. Several factors may affect this result such as the demographic profile of the respondents and their innate interest in the profession. As the study has its limitations, further research can be conducted to explore other factors of job satisfaction and influences in the organizational commitment.

INTRODUCTION

Teachers are indispensable workforce in the society as they are responsible in the literacy and education of the youth. Particularly in tertiary education, teachers not only function as educators but prepares individuals for the workforce by providing relevant, and adequate job skills and knowledge. As such, higher education is seen to be a contributor to the society by “fostering growth, reducing poverty, and boosting shared prosperity” (The World Bank, 2021).

However, higher education institution (HEI) educators faces several challenges recent years, especially from state universities and colleges (SUCs). First, there has been a shortage in college and university faculty. In 2015, it was reported that around 17,057 faculty members are needed to fill teaching positions in various SUCs across the country (Cabacungan, 2015). This left tertiary educators in a coping ratio of one teacher for every 42 students, instead of the ideal ratio of 1:25. In the latest data of Commission on Higher Education or CHED (2020), the regulatory body for HEIs in the country, there are a total of 1,975 HEIs in the Philippines, 533 of which are SUCs and their satellite campuses. Additionally, CHED recorded around 1.57 million enrollees as of AY 2019-2020 in SUCs alone, and only 24,930 faculty teaching undergraduate studies. This indicates that teachers are overworked, which ultimately leads to the low performance of Philippine HEIs compared to other institutions in Asia, in terms of quality (Cabacungan, 2015).

Second, HEIs bear the deficiencies of students from elementary to high school. Failure to achieve the appropriate grade-level reading proficiency, low absorptive capacity, and poor official languages proficiency are some of the deficiencies that college instructors have to deal with (de Jesus, 2022). The transition to the global standard of K-to-12 program appended the situation since teachers had to compensate two years’ worth of learning deficit.

Third, the change in education landscape brought about by the pandemic affected the mental state of teachers. The sudden shift from face-to-face to virtual classes drastically required revision of syllabi, adoption to learning management systems, and transformation of teaching pedagogies (Simbulan, 2020). All these measures must be enacted in short period of time. For teachers with minimal technology skills, it was not an easy transition. Further, they had to adjust with the different needs, and pace of students.

Other challenges may also exist in the professional practice of teaching, especially in SUCs. However, there are also benefits in working for SUCs. Apart from the mandated statutory benefits, working in SUCs entitles an individual to long-term security of tenure. Since SUCs are funded by the government and are not dependent on number on student enrollments, an employee is guaranteed that an institution will not go bankrupt and a closure of operations is less likely. Thus, there will always be work available in this sector. Moreover, government employees cannot be easily removed from service without any valid reason.

Another attractive compensation for working in the public sector is the guaranteed retirement plan. Government employees can be members of the two

major retirement plan companies in the country, the Social Security System (SSS) and the Government Service Insurance System (GSIS). Whereas, employees of private organizations can only avail of SSS.

Further, working as a teacher in SUCs can qualify an individual to position classification as soon as requirements are met. Position classification is equivalent to promotion from being an Instructor to a College/University Professor. As with any promotion, a classification to a higher rank means salary increase. Major factors considered in determining the faculty rank are 1) Educational Qualification, 2) Experience and Professional Services, and 3) Professional Development, Achievement, and Honors.

These challenges may affect how committed the teachers are in the profession and towards their institution. However, working in the public sector draws in an attractive compensation and benefits package. As such, there is a question on the level of commitment of teachers to the institution and how it may affect their satisfaction in the performance of their job. Thus, this research intends measure the organizational commitment level of teachers and determine if their commitment affects their job satisfaction.

THEORETICAL REVIEW

Organizational Commitment

In the classic paper of Mowday, Porter & Steers (1982), they defined organizational commitment as a strong belief and acceptance of the organization's values and goals and a willingness to exert considerable effort on behalf of the organization. They further explained that it is a person's commitment in terms of behavior bounded by actions and attitude, which exists when one's identity links to the organization. Moreover, organizational commitment is the person's strong desire to maintain membership in the organization (Mowday et al. 1982; Hackett, Lapierre & Hausdorf, 2001), and a psychological state that has implications for the decision to stay (Meyer, Allen, & Smith, 1993). A committed teacher will, therefore, exhibit positive attitudes, which include exerting more significant effort for the school, struggles more for unsuccessful students, and values the profession of being a teacher (Celep, 2000). A teacher's emotional attachment to the organization leads to a stronger personal commitment, which makes the teacher experience a sense of belonging (Meyer & Herscovitch, 2001). More importantly, the organizational commitment will help develop a healthy culture in schools to achieve educational goals (Shagholi et al. 2011).

Components of Organizational Commitment

Allen & Meyer (2000) pointed out that attitudinal organizational commitment is made up of three components: affective, continuance, and normative. These three are the commonly explored types of commitment, studied in management and organizational behavior.

- a. Affective commitment (a desire) refers to the degree of an employee's feeling of emotional attachment, involvement, and identification with their organization. Employees with a strong affective commitment

continue employment because they believe in the goals and values, want, and enjoy being a member of the organization.

- b. Continuance commitment (a need), refers to an awareness of the cost associated with leaving the organization. A strong continuance commitment enables continued employment with the organization because employees feel the need to stay as shifting to another organization is difficult due to a lack of alternatives or other costs involved, and discontinuing membership will be high.
- c. Normative commitment (an obligation), refers to a feeling of obligation to continue employment. Employees with a high normative commitment feel that they ought to remain with the organization because it is the “right and moral” thing to do.

Among the three components of attitudinal organizational commitment, BinBakr & Ahmes (2015) proposed that faculty members highly demonstrate affective commitment. The findings of Tolentino (2013) support the proposal of BinBakr & Ahmes (2015). In his Philippine study, Tolentino (2013) argued that academic personnel showed higher levels of affective and normative commitment compared to administrative staff in universities. On the other hand, the findings of Çağla Garipağaoğlu (2013) on the level of organizational commitment of private school teachers in one of Turkey's largest K-12 school chains demonstrated that teachers scored lowest on the normative commitment and highest on the continuance commitment. Furthermore, the results of the study of Khan (2015) suggested that the overall commitment among private school teachers are higher compared to public school teachers. The study pivots on the lack of job security in private schools, causing the disparity in organizational commitment. Another study revealed that as the service duration of a teacher gets higher, the organizational commitment level also increases (Celep, 2000). Thus, Buckingham & Coffman (2014) proposed that for organizations to build commitment, administrators need to communicate with employees, assess their capacity to engage in various initiatives, and, most of all, value each person's unique style and capabilities.

Job Satisfaction

Job satisfaction is the attitude of an individual towards their job, in the rewards they get, and in the social, organizational, and physical characteristics of their work environment (Yousef, 2017). Thus, job satisfaction can be viewed as a positive or pleasant state as a result of an individual's work or job appreciation. As such, a high job satisfaction rate reflects with the positive qualities of an individual and his/her identification with the job, and a low satisfaction rate is a product of negative emotions towards work-related conditions and situations (Demirtas, 2018).

According to Judge and Klinger (2008), job satisfaction is one of the most studied topic in industrial and organizational psychology because it occupies a central role in the individual's attitudes and behaviors, and the theories around it provide practical applications for enhancing organizational effectiveness. The widely recognized facets of job satisfaction include pay, promotions, coworkers, supervision, and the work itself. Succeeding literatures added the factors of

recognition, working conditions, and organization and management. As studies of human behavior evolved, these facets were soon classified into intrinsic and extrinsic elements.

Relationship between Organizational Commitment and Job Satisfaction

In a study conducted by Yousef (2017) among local government workers, it was found that organizational commitment plays a mediating role in the different facets of job satisfaction and attitude towards organizational change. Further, the study showed that affective and continuance commitments are the main drivers of the respondents such that they feel a sense of identification, involvement, and emotional attachment to the organization.

Adelokha (2012) studied the relationship between organizational commitment and job satisfaction among 150 academic, administrative, and technical staffs of public and private universities in Nigeria through regression analysis and analysis of variance. In the study, public university employees showed a higher degree of organizational commitment versus employees of private universities. Moreover, the study revealed that organizational commitment is a driver in enhancing job satisfaction. The respondents' psychological perception that public or government institutions provide a higher level of job security was considered a factor in the results of the study. Adelokha (2012) also cited that the philosophy of 'social development' instead of 'profit making' may also be a factor in the results. This is because public universities in Nigeria offer more academic freedom in delivering results compared to meeting specific targets set in private institutions, where non-achievement of targets can lead to getting fired.

Eslami and Gharakhani (2012) posited that job satisfaction has positive and significant effects on the commitment levels of employees in general. Particularly, the study looked at components of job satisfaction (promotions, personal relationships and favorable working conditions) as major contributors in the commitment levels. Through regression analysis, the result of the study showed that promotion strongly influences all organizational commitment factors, while personal relationships with co-worker affects more the normative and continuance commitment levels, and favorable work conditions influence more the continuance commitment.

Baluyos, Rivera, Baluyos (2019) studied the relationship of job satisfaction to the work performance of school heads and teachers in a district in the Philippines. The result showed that the teachers' job satisfaction can be attributed to their feeling of security in their job and their future. This also leads to a better work performance among the respondents.

Through meta-analysis, Aydin, Sarier, Uysal (2013) found that the transformational leadership styles of school administrators affect the organizational commitment and job satisfaction of teachers. This suggests that the management style is an important component in keeping the commitment levels of teachers and other employees high.

Conceptual Framework

This study aims to identify the relationship between organizational commitment, particularly the affective, continuance, and normative values, to the job satisfaction of the teachers in the College of Business Administration. Figure 1 illustrates the conceptual framework of the study based on the hypotheses of this study, which shows the following interactions:

- Affective commitment is correlational to the job satisfaction of teachers
- Continuance commitment is correlational to the job satisfaction of teachers
- Normative commitment is correlational to the job satisfaction of teacher

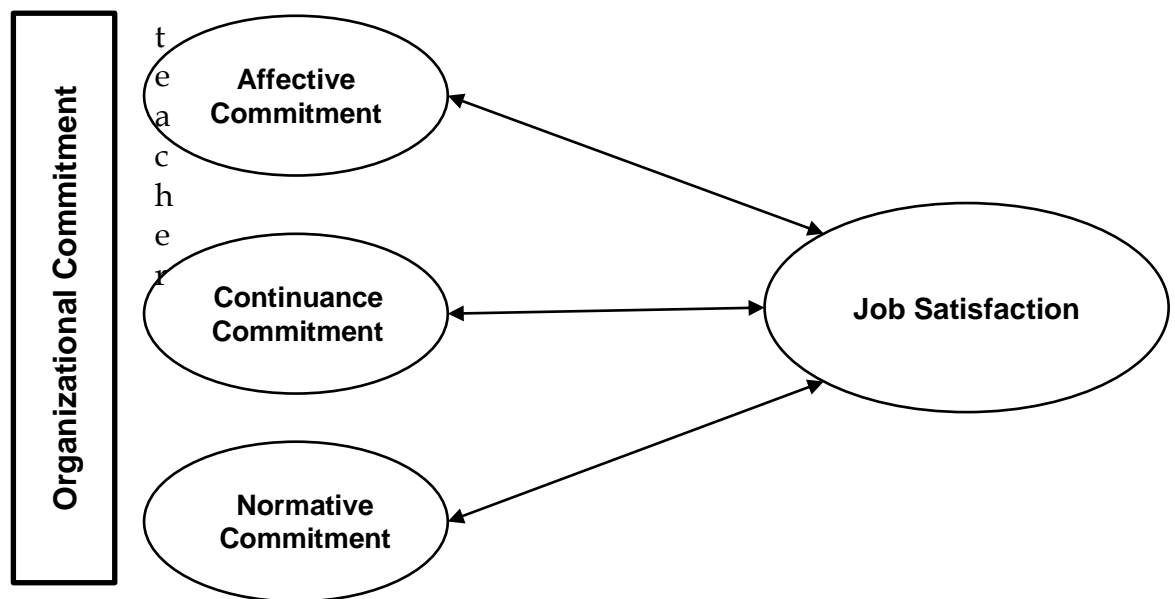


Figure 1. Conceptual Framework on the Relationship of Organizational Commitment and Job Satisfaction

METHODOLOGY

This study will measure the impact of a teacher’s organizational commitment to their job satisfaction as teaching staff. This will be a quantitative study with a descriptive, correlational approach.

The respondents of this study are the regular-fulltime faculty of the College of Business Administration of the Negros Oriental State University Main Campus, which is composed of 29 teachers. Because of the small population count, it is feasible to conduct the study for the entire teacher population of the college.

The instrument used in this study is a questionnaire consisting of two parts. Part I includes questions pertaining to the demographics of the respondents including age, gender, educational background, and teaching experience. This data is used to substantiate the responses of the participants. Descriptive statistics such as frequency distribution is used to present data from this part.

Part II consists statements that measures their affective, normative, and continuance commitments, and their job satisfaction. The Organizational

Commitment Questionnaire (OCQ) developed by Allen and Meyer (1990) is used to measure the dimensional commitment of the respondents. It is five-point Likert scale (1- Strongly Disagree, 2- Disagree, 3- Undecided, 4- Agree, 5- Strongly Disagree) with 24 statements. The statements pertain to the affective, continuance, and normative commitment dimensions (see Table 1). Reverse questions were included in the questionnaire (indicated by 'R' in the tables below), which were reversed in the statistical processing and analysis.

The 7-item Teacher Job Satisfaction Scale (TJSS) is used to measure the job satisfaction dimension. The scale was developed by Timms & Pirls International Study Center (2015) of the Boston College. It is also a five-point Likert scale (1-Never, 2- Rarely, 3- Sometimes, 4- Often, 5- Always) consists of seven items (see Table 2). All questionnaires have been adapted in various studies to measure the organizational commitment and job satisfaction.

The means and standard deviation of the responses were presented. Moreover, data from these questions were processed statistically through Pearson's *r* correlation to determine the association between organizational commitment dimensions and the teacher job satisfaction.

The margin of error set for this study is $\alpha = .05$, where a p-value smaller than α represents that the relationship among the variables is significant, and is the basis in rejecting or not the null hypotheses.

Affective Commitment	
1	I would be very happy to spend the rest of my career with this school
2	I enjoy discussing my school with people outside it
3	I really feel as if this school's problems are my own
4	I think that I could easily become as attached to another school as I am to this one (R)
5	I do not feel like part of the family at my school (R)
6	I do not feel emotionally attached to this school (R)
7	This school has a great deal of personal meaning for me
8	I do not feel a strong sense of belonging to my school (R)
Continuance Commitment	
9	I am not afraid of what might happen if I quit my job without having another lined up (R)
10	It would be very hard for me to leave my school right now, even if I wanted to
11	Too much in my life would be disrupted if I decided to leave my school now
12	It wouldn't be too costly for me to leave my school now (R)
13	Right now, staying with my school is a matter of necessity as much as desire
14	I feel that I have too few options to consider leaving this school
15	One of the few serious consequences of leaving this school would be the scarcity of available alternatives
16	One of the major reasons I continue to work for this school is that leaving would require considerable personal sacrifice - another school may not match

the overall benefits I have here
Normative Commitment
17 I think that teachers these days move from school to school too often
18 I do not believe that a person must always be loyal to his or her school (R)
19 Jumping from school to school does not seem at all unethical to me (R)
20 One of the major reasons I continue to work for this school is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain
21 If I got another offer for a better job elsewhere, I would not feel it was right to leave my school
22 I was taught to believe in the value of remaining loyal to one school
23 Things were better in the days when teachers stayed with one school for most of their careers
24 I do not think that wanting to be a teacher is sensible anymore (R)

Table 1 The OCQ Questions

Note: From the Organizational Commitment Questionnaire

25. I am content with my profession as a teacher
26. I am satisfied with being a teacher at this school
27. I find my work full of meaning and purpose
28. I am enthusiastic about my job
29. My work inspires me
30. I am proud of the work I do
31. I am going to continue teaching for as long as I can.

Table 2 Teacher Job Satisfaction Scale

Note: From Teacher Job Satisfaction Scale, Eighth Grade

RESULTS AND DISCUSSION

A survey among 29 regular-fulltime faculty of the College of Business Administration (CBA) of the Negros Oriental State University was conducted to determine the relationship between their organization commitment and job satisfaction as a teacher. Table 3 shows the demographic profile of the respondents.

Majority of the respondents are female (72%) and are already married (86%). A total of 62% are ages 41 years old and up, while some 24% are ages 36-40 years old. Although the respondents have been teaching for several years already, from 6-10 years (21%), 11-15 years (38%), and more than 16 years (34%), it can be noted that majority are not licensed educators (76%). However, most of the respondents attained their Masters (52%) and Doctorate (41%) degrees, which is a requirement by the Commission on Higher Education (CHED) to be a regular faculty in higher education institutions, and in qualifying for position qualification or promotion. 27 (93%) of the respondents are permanent or regular employees, where some 38% have been with the

institution (NORSU) for more than 16 years already. Other respondents have been with the university for 0-5 years (14%), 6-10 years (21%), and 11-15 years (28%). The respondents also averaged 18 to 21 units of teaching load.

	#	%		#	%
Civil Status			Gender		
Single	4	14%	Male	8	28%
Married	25	86%	Female	21	72%
Age			Education Attainment		
25-30	2	7%	Bachelor's	2	7%
31-35	2	7%	Masters	15	52%
36-40	7	24%	Doctorate	12	41%
41-45	9	31%			
>46	9	31%			
Eligibility			Employment Status		
Licensed	6	18%	Permanent	27	93%
Non-Licensed	23	76%	Probationary	2	7%
No. of Years in the Institution			Total No. of Years Teaching		
0-5	4	14%	0-5	2	7%
6-10	6	21%	6-10	6	21%
11-15	8	28%	11-15	11	38%
>16	11	38%	>16	10	34%
Teaching Load (in hours)					
18 or less	10	34%			
19-21	10	34%			
22-27	5	17%			
28 and more	4	14%			

Table 3 Demographic Profile Distribution, N=29

Note: Primary Data

A 24-item Organizational Commitment Questionnaire (OCQ) and 7-item Teacher Job Satisfaction Scale (TJSS) was given to the CBA faculty to measure

their organizational commitment level (affective, continuance, and normative) and job satisfaction, respectively. The two instruments were in five-point scales, where OCQ was measured in terms of agreement (Strongly Disagree to Strongly Agree), and TJSS was measured in frequency (Never to Always). Table 4 shows the central tendency of the respondents towards the variables.

Organizational Variable	Score	
	M	SD
Affective Commitment	3.92	0.88
Continuance Commitment	3.27	1.13
Normative Commitment	3.41	1.03
Job Satisfaction	4.51	0.69

Table 4 Mean and Standard Deviation, n=319

Note: Primary Data

The respondents show agreement to affective commitment questions ($M=3.92$, $SD=0.88$). This includes questions on being happy with their career, feeling a sense of belongingness, and giving a personal meaning in working with the institution. This shows that the respondents confirm that they have emotional affiliation with the institution they work in. This can be because they identify with the vision and mission of the institution, and are involved in the activities of the university.

On questions related to the continuance commitment, there is an indecisiveness in the responses of the teachers ($M=3.27$, $SD=1.13$). This includes questions on difficulty of leaving the institution due to scarcity of available alternatives, or not having the same benefits in other institutions, and staying in the institution as a matter of necessity. The indecisiveness of the respondents toward this questions reveal that although the statements may be true to them, it is not entirely the case. This can be due to their personal affiliation with the institution, which was reflected in their responses to the affective commitment questions. It can also be noted that majority of the respondents are already married, which increases the need to be constantly tenured for economic reasons.

The respondents were also asked questions related to their normative commitment. This includes statements about their personal beliefs on loyalty to the institution, transferring from one school to another, and feeling a sense of moral obligation in remaining with the institution. In this variable, the respondents showed agreement to the statements ($M=3.41$, $SD=1.03$). This reflects the respondents' feelings of obligation to remain in the institution. This can also be seen from the years they have spent in the university (see Table 4).

Lastly, the respondents were also asked to rate their job satisfaction as a teacher. In this section, they were asked questions related to their feelings of contentment, finding meaning and purpose, and their enthusiasm and intention to practice the profession in terms of frequency. The respondents often feel satisfied with their jobs based on the statements asked ($M=4.51$, $SD=0.69$). This

can be reflected in the number of years they have been teaching, despite not having a professional teaching license (see Table 4). Thus, the respondents of the study can be considered satisfied with their jobs as teachers.

In order to identify if there is a significant relationship among the variables, the Pearson's r was computed using the means of the responses to the statements pertaining to the different variables. Table 5 shows that Pearson's r correlation of the variables.

First, Pearson's r suggests that there is a positive but statistically insignificant correlation between affective commitment and job satisfaction ($r=.252$, $p=.187$). This means that the respondents' emotional and personal attachments to the institution do not influence their job satisfaction and vice versa. Although the respondents showed that they are happy with their careers in the university and that they feel a sense of belongingness, this does not drive them to contentment with their profession. In like manner, their feeling of job satisfaction does not influence their affective commitment. It can be noted that the correlation is weak in strength. Thus, this result failed to reject Null Hypothesis 1 of this study which states that there is no statistically significant relationship between affective commitment and job satisfaction.

	Job Satisfaction
Affective Commitment	0.252*
Continuance Commitment	0.292**
Normative Commitment	0.397***

* $p = 0.187$

** $p = 0.124$

*** $p < 0.05$

Table 5 Correlation of the Organizational Commitment Values and Job Satisfaction

Note: Primary Data

Second, there is also a positive but statistically insignificant correlation between continuance commitment and job satisfaction ($r=0.292$, $p=0.124$). This shows that remaining in the organization for because of the cost implications in transferring to another is not a driver for job satisfaction and vice versa. Likewise, the respondents' feeling of job satisfaction do not influence their need to remain in the organization for practical reasons. The strength of the correlation among the two variables is also weak. As such, the result failed to reject Null Hypothesis 2 of this study which states that there is no statistically significant relationship between continuance commitment and job satisfaction.

Last, there is a positive and statistically significant correlation between normative commitment and job satisfaction ($r=0.397$, $p<0.05$). This result show that the respondents' loyalty and sense of moral obligation to the organization

drives their job satisfaction. Similarly, the respondents' feeling of contentment in their current jobs influence their loyalty to the institution. It can be noted that the strength of the correlation between these variables is weak to moderate. Therefore, the result rejects Null Hypothesis 3 of this study which poses that there is no statistically significant relationship between normative commitment and job satisfaction.

The results of the correlational study showed a different result compared to previous related studies where organizational commitment was shown to be a strong driver for job satisfaction (Adelokha, 2012; Eslami and Gharakhani, 2012). One factor that may have played a role in the differences of the results is the demographic profile of the respondents. In Adelokha's (2012) study, respondents include administrative and technical personnel, and not just teaching staff. In this study, all respondents are regular-fulltime faculty who have worked in the institution for years already. Moreover, the measure of job satisfaction in this study was focused on the respondents' job as a teacher and did not consider other factors such as promotion, personal relationships with co-workers, and work environment compared to other studies (Eslami and Gharakhani, 2012).

Further, contrary to the study of Yousef (2017), normative commitment was the only organizational commitment value that generated a positive, significant relationship with job satisfaction. This shows that the respondents of this study felt job satisfaction in doing the 'right and moral' thing by remaining in the institution. The demographic profile of the respondents can perhaps explain this result. Majority of the respondents are married individuals ages 36 years old and above, which reflects a behavior of one who values work tenure and job security for their family's well-being, and perhaps consider retirement benefits of staying longer in a government institution.

CONCLUSIONS AND RECOMMENDATIONS

This study aims to determine the relationship of organizational commitment to job satisfaction. Particularly, this study measured the affective, continuance, and normative commitment levels against job satisfaction. A survey among the 29 regular- fulltime faculty of the College of Business Administration in Negros Oriental State University was conducted. Result of the study showed that there is no statistically significant relationship between affective and continuance organizational commitment and job satisfaction, and only normative commitment has a statistically significant impact to job satisfaction.

The different results of this study compared to similar studies conducted previously can also be due to intrinsic factors. The respondents' length of service in the institution and their overall teaching experience demonstrates that the respondents find teaching as a valuable profession, despite being non-licensed teachers. This can mean that their job satisfaction may not come from their commitment to the organization but from their innate interest in the profession. Other factors such as age and marital status may also play a mediating factor in the job satisfaction rating. The small population of the respondents may also be factor. As the study is limited to the faculty of one

college, their perceptions may have been limited to their experience within the college and from among their peers as well. Overall, results of this study suggest that organizational commitment is not a strong driver for job satisfaction among the respondents.

Thus, this study proposes several recommendations. First, schools administrators or college deans can explore activities or programs that can develop more the organizational commitment and job satisfaction levels of the faculty of CBA. Although the correlation between two variables are insignificant, both are still important factors in work performance.

Second, a conduct of similar or related studies can be done to provide more depth on this study. Succeeding studies can break down the measure of job satisfaction into different facets such as promotion, co-worker relationships, and work environment, and determine if organizational commitment have an impact on the said specific factors. Other than organizational commitment, future studies can also look at other variables that may influence job satisfaction. A bigger population and sample size may also be considered.

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