The Influence of Professional Commitment to Work Climate of Public-School Teachers

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ABSTRACT

This quantitative non-experimental study explored the significant influence of professional commitment to the work climate of public-school teachers based on Meyer et al. (2002) that understanding the significant influence of professional commitment on the work climate can be anchored in the broader theory of organizational behavior. The commitment is directly linked to a positive work climate, as employees who are more professionally committed tend to exhibit higher levels of job satisfaction, engagement, and collaboration (Allen & Meyer, 1990). Studies have shown that a strong professional commitment fosters a supportive and innovative work climate, as employees are more likely to share knowledge, support colleagues, and contribute to a positive organizational culture (Colquitt et al., 2013). Thus, the relationship between professional commitment and work climate is symbiotic, with each reinforcing the other to create a more conducive environment for productivity and organizational success (Schneider et al., 2005). In this study, it was found out that all the domains of professional commitment, to wit: organizational commitment, service commitment, work commitment, career commitment, job satisfaction, managing the individual within the team, and managing difficult situation, significantly influence the work climate of public-school teachers.

Keywords: professional commitment, work climate, public school teachers

INTRODUCTION

A poor work climate among teachers in the United States has been increasingly highlighted in recent years, significantly impacting teacher retention and job satisfaction. Factors such as excessive workloads, lack of administrative support, and inadequate compensation contribute to teacher burnout and stress (Collie et al., 2022; Heffernan & Longmuir, 2021). Additionally, teachers often face increasing pressures from standardized testing and a lack of autonomy in their classrooms, further exacerbating feelings of disillusionment (Skaalvik & Skaalvik, 2021). A hostile or unsupportive work environment not only affects teachers' mental health but also compromises the quality of education delivered to students (Garcia & Weiss, 2020). These challenges underscore the need for systemic reforms to improve teacher well-being and foster a more supportive educational environment.

While in the Philippines, the work climate for teachers remains a significant challenge, marked by heavy workloads, insufficient compensation, and inadequate support, all of which impact both teacher well-being and educational outcomes. Filipino teachers are among the lowest paid in Southeast Asia, which discourages talented individuals from entering the profession and contributes to high levels of stress and burnout (Jomuad et al., 2021; Philstar, 2023). Furthermore, the intensification of teacher workloads, as documented in the Results-Based Performance Management System (RPMS), has been found to reduce teachers' effectiveness and efficiency. They are often required to juggle multiple roles beyond teaching, leaving little time for lesson preparation or professional development, leading to a deterioration in classroom performance and overall job satisfaction (Tarraya, 2023; David et al., 2019). Despite these challenges, teachers continue to meet satisfactory performance ratings, though often at the expense of their physical and mental health (Magalong & Torreon, 2021). Government efforts to simplify administrative tasks, though a step forward, have not fully addressed the

root issues of teacher burnout and systemic neglect (DepEd, 2023).

The theoretical framework for understanding the significant influence of professional commitment on the work climate can be anchored in the broader theory of organizational behavior. Professional commitment refers to the extent to which employees identify with their profession and are motivated to contribute to its goals (Meyer et al., 2002). This commitment is directly linked to a positive work climate, as employees who are more professionally committed tend to exhibit higher levels of job satisfaction, engagement, and collaboration (Allen & Meyer, 1990). Studies have shown that a strong professional commitment fosters a supportive and innovative work climate, as employees are more likely to share knowledge, support colleagues, and contribute to a positive organizational culture (Colquitt et al., 2013). Thus, the relationship between professional commitment and work climate is symbiotic, with each reinforcing the other to create a more conducive environment for productivity and organizational success (Schneider et al., 2005).

Several studies highlight the influence of professional commitment to work climate of teachers. By fostering a sense of dedication and resilience, which can mitigate the adverse effects of poor working conditions, teachers with a high level of professional commitment tend to maintain a positive outlook on their role, even when faced with challenging environments such as high workload, limited resources, and inadequate compensation. Studies have shown that committed teachers often find intrinsic motivation in their work, which enables them to stay engaged and perform effectively despite external challenges (Mugaga, 2020; Jomuad et al., 2021). Moreover, teachers who display a strong sense of professional commitment are more likely to collaborate with colleagues and participate in professional development, further improving the work climate by fostering a supportive and collegial atmosphere (Lopez, 2023). However, while professional commitment can buffer against burnout and job dissatisfaction, it cannot fully compensate for systemic issues like poor administrative support and heavy workloads, which continue to dampen overall morale (David et al., 2019).

Countries worldwide face challenges such as high teacher turnover rates, insufficient professional support, and increased workloads, making it critical to understand how professional commitment affects the work climate (Rothland et al., 2020). In contexts such as the United States, Europe, and Africa, studies have shown that teachers' professional commitment is linked to their ability to manage job stress and burnout, thereby enhancing work climate and promoting job satisfaction (Pogodzinski et al., 2019; Mugaga, 2020). Furthermore, the international emphasis on teacher well-being and its connection to student outcomes underscores the need for timely research that explores how professional commitment can serve as a buffer against adverse work conditions (Han & Yin, 2022). Understanding these dynamics on a global scale is crucial for developing policies and interventions that can support teachers in diverse educational contexts.

The primary purpose of this study is to explore the influence of professional commitment on work climate among teachers. Understanding the dynamics of professional commitment and their impact on work climate is essential for educational leaders, policymakers, and practitioners. Insights gained from this study can inform the development of strategies and interventions aimed at enhancing professional commitment of teachers, ultimately leading to healthier work climate and improved student outcomes.

Statement of the Problem

What domain of professional commitment significantly influences the work climate of public-school teachers?

Hypothesis

The hypothesis that there is no domain of professional commitment that significantly influences the work climate of public-school teachers was tested at 0.05 level of significance.

METHODOLOGY

The research employed quantitative non-experimental descriptive-correlational design. Curtis, Comiskey, and Dempsey (2016) highlight the importance of correlational research in identifying relationships between two or more variables within the same population or across different populations. Such studies play a crucial role in

understanding associations among human phenomena, which drives scientific inquiry across social sciences, even surpassing distinctions between various research methods. In this study, the selected design is fitting as it seeks to explore the significant impact of professional commitment on work climate among public school teachers in a certain municipality in Davao del Norte.

The researchers applied quota and convenience sampling methods to survey 100 secondary school teachers who volunteered to participate. While these sampling techniques are practical, their appropriateness varies based on the study's objectives. Quota sampling ensures that specific population characteristics are represented (Palinkas et al., 2020), though it may introduce bias due to the lack of randomness. Convenience sampling, while efficient and resource-saving, may lead to a non-representative sample, limiting the generalizability of the findings (Etikan & Bala, 2021; Taherdoost, 2022). The researchers acknowledged these limitations in their approach.

Moreover, the researchers utilized two sets of survey questionnaires: school-family-community partnership with 35 items with five items each indicator and work climate with 45 items with five items each indicator. Statements were paraphrased and contextualized to suit the target respondents.

RESULTS AND DISCUSSION

The table below presents the significant influence of professional commitment to work climate of teachers.

Table 1. The Significant Influence of Professional Commitment to Work Climate

Variable	Multiple Regression Weight		p-value
	b	β	
Organizational Commitment	0.079	0.341	0.013
Service Commitment	0.259	0.135	0.001
Work Commitment	0.291	0.643	0.000
Career Commitment	0.433	0.325	0.000
Job Satisfaction	0.015	0.353	0.000
Managing Individual	0.326	0.014	0.000
Managing Difficult Situation	0.026	0.464	0.000
Professional Commitment			0.000

$\alpha = 0.05$

As shown in the table, all indicators of professional commitment have significant influence *(p-value<0.05)* to work climate of teachers. As can be seen, professional commitment has significant influence *(p<0.05).* to work climate. This is in rejection of the hypothesis that professional commitment does not significantly influence the work climate of teachers. Moreover, 47.61% of the work climate can be accounted for in professional commitment. This means that a professional commitment plays a crucial role in shaping the work climate for teachers, as it influences the level of engagement, motivation, and collaboration within a school setting. When teachers demonstrate a strong sense of commitment to their profession, they are more likely to be dedicated to their students' success, invest time in lesson preparation, and continuously seek professional growth. This commitment fosters a positive work environment, as it encourages a culture of responsibility, support, and innovation among colleagues. A high level of professional commitment also leads to improved morale and a sense of shared purpose, as teachers who are deeply engaged in their work are more likely to

collaborate effectively, share resources, and contribute to a supportive school culture. Moreover, committed teachers set a positive example for their peers, promoting a norm of hard work and dedication that can elevate the overall work climate.

Likewise, improving organizational commitment, service commitment, work commitment, career commitment, job satisfaction, managing individual, managing difficult situation, and professional commitment, are good predictors to establish a good work climate of teachers. Improving organizational commitment, service commitment, work commitment, career commitment, job satisfaction, managing individuals, handling difficult situations, and fostering professional commitment are all strong predictors of establishing a positive work climate for teachers. When teachers feel a strong connection to their organization and their career path, they are more likely to engage deeply in their work and show dedication to their students' success. Increased job satisfaction, in turn, enhances their motivation and overall well-being, fostering a more positive and collaborative environment. Effectively managing individual differences and addressing challenges with resilience and adaptability contributes to smoother interpersonal relationships and a more harmonious work atmosphere. Together, these factors create a supportive, engaged, and productive work climate where teachers can thrive, leading to better outcomes for both educators and students.

Improving teachers' professional commitment is strongly linked to fostering a positive work climate. Professional commitment, which encompasses dedication to teaching, personal growth, and organizational values, has been shown to enhance job satisfaction, morale, and collaboration among teachers. When educators are committed, they engage more deeply with their work, leading to better organizational cohesion and a more supportive environment, which positively influences the overall school climate. This, in turn, promotes well-being and student outcomes. Studies have demonstrated that professional commitment, along with self-efficacy and job satisfaction, is a key factor in improving workplace engagement and reducing stress, creating a more effective and harmonious educational setting (Harahap et al., 2019; Shu et al., 2022). Moreover, when teachers feel valued and supported in their professional growth, they are more likely to contribute positively to the learning environment, which is crucial for the academic and social development of students (Converso et al., 2019).

In addition, Mangarin and Chan (2021) suggested that teachers are recommended to engage to professional studies as manifestation of professional commitment and seek strategic ways on how to attain promotions in the teaching job to contribute to a good work climate in the workplace. While Mangarin and O'Loughlin (2024) that in terms of operational capacity, the obedience of the teachers to the request of the school captures the organization's ability to engage in the activities and produce the outputs that are thought to be consistent with achieving desired social outcomes which in turn gives better outputs for increased public value, and this is a manifestation of a professional commitment leading to a good work climate.

Concluding Remarks and Ways Forward

In conclusion, professional commitment plays a vital role in shaping the work climate for teachers by fostering dedication, collaboration, and a shared sense of purpose. When teachers are deeply committed to their profession, they demonstrate a higher level of engagement in their responsibilities, continuously seek improvement, and contribute positively to the overall culture of the school. This commitment enhances both individual and collective morale, creating an environment where teachers feel supported and valued, leading to a more harmonious and productive work climate.

A positive work climate, driven by professional commitment, encourages open communication and collaboration among teachers, which strengthens their ability to address challenges and innovate in their teaching practices. When teachers feel committed to their school's mission and values, they are more likely to collaborate with colleagues, share resources, and support each other's professional development. This culture of mutual support improves job satisfaction, reduces stress, and fosters a sense of belonging, all of which are critical for maintaining a healthy and dynamic educational environment.

Ultimately, professional commitment serves as a cornerstone for the long-term success of schools, as it not only benefits teachers but also has a direct impact on student outcomes. A work climate where teachers feel

motivated and connected to their profession promotes a stable, nurturing, and effective learning environment. By fostering professional commitment, school leaders can build a strong, resilient community of educators who are better equipped to inspire and engage their students, ensuring sustained educational success.

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