

Demographic Profile and Extent of Work Commitment among Secondary School Teachers

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ABSTRACT

This study aimed to determine the demographic profile and extent of work commitment among public secondary school teachers in the Districts of San Fernando I and II, Division of Bukidnon, for the school year 2023–2024. Using a total enumeration sampling design, participants included 157 teacher-respondents. A standardized questionnaire adapted from the National Competency-Based Teacher Standards (NCBTS) was utilized to measure work commitment across four dimensions: commitment to learners, teaching work, society, and profession. Data were analyzed using frequencies, percentages, weighted means, standard deviations, independent samples *t*-tests, and one-way Analysis of Variance (ANOVA). The findings revealed that the most of respondents were female (73.2%), aged 31–49 years (53.5%), and possess master's units (61.8%), while the largest proportion held a Teacher I position (49.7%), and had 1–5 years of teaching experience (36.3%). Overall, teachers manifested a *Very Large Extent* of work commitment across teaching work ($M=4.26$, $SD=0.376$), profession ($M=4.21$, $SD=0.463$), and learners ($M=4.20$, $SD=0.392$), and a *Large Extent* toward society ($M=4.09$, $SD=0.420$). Inferential analysis indicated that age, position, educational attainment, and teaching experience were significantly associated with differences in work commitment levels, whereas sex showed no statistically significant difference. Tailored professional development pathways and targeted organizational support are recommended to sustain teacher commitment across career stages.

Keywords: Descriptive-Comparative, Demographic Profile, Work Commitment, NCBTS, Secondary Teachers, Professional, Dedication

INTRODUCTION

Teachers' commitment and dedication contribute significantly to shaping future generations. Educators foster supportive learning environments, promote academic excellence, and nurture students' personal and holistic growth. Beyond delivering curriculum content, teachers guide learners through critical developmental stages, supporting their socio-emotional and cognitive needs. Understanding the factors associated with professional commitment is vital for educational institutions striving to build supportive, high-performing environments.

Within the Department of Education (DepEd) in the Philippines, the Division of Bukidnon stands as the largest division in Region X, employing over 10,000 qualified teachers. These educators are tasked with fulfilling national learning mandates under the Department's MATATAG agenda: ensuring learner well-being, fostering inclusive education, and creating safe, conducive learning environments. Fulfilling these objectives requires sustained professional commitment paired with structural institutional support. However, recruiting and retaining committed teaching personnel remains an ongoing challenge globally and locally (Cahilog et al., 2023).

Demographic characteristics—such as age, position, educational attainment, and teaching experience—serve as meaningful correlates when examining variations in teachers' work commitment. Prior research indicates that younger teachers often bring innovation and enthusiasm to the classroom, whereas mid-career and senior educators offer pedagogical stability, mentorship, and institutional memory (Shoib & Khalid, 2017). Similarly,

advanced academic qualifications and professional development have been associated with heightened instructional confidence and role engagement (Halimah & Rivai, 2023).

In an evolving educational landscape, identifying how demographic profiles align with commitment across distinct operational domains—learners, teaching work, society, and the profession—provides actionable insights for school administrators. Accordingly, this study aims to determine whether these demographic variables are related to difference in the work commitment of secondary teachers of San Fernando I and II districts. This study aimed to provide solutions that address the following questions:

1. What is the demographic profile of public secondary school teachers regarding sex, age, position, educational attainment, and teaching experience?
2. What is the extent of work commitment of the teacher-respondents in terms of commitment to learners, commitment to teaching work, commitment to society, and commitment to profession?
3. Is there a significant difference between teachers' extent of work commitment when grouped in terms of sex, age, position, educational attainment, and teaching experience?

METHODOLOGY

Research Design

This study utilized a quantitative descriptive-comparative research design to evaluate the work commitment of the teacher-respondents. The descriptive aspect of the design was employed to summarize the demographic profile of the respondents in terms of sex, age, educational attainment, and teaching experience, as well as to determine their extent of work commitment across four key domains: commitment to learners, commitment to teaching work, commitment to society, and commitment to profession. Concurrently, the comparative aspect was applied to examine whether significant differences in the extent of work commitment were associated with these demographic variables.

To analyze the gathered data, descriptive statistics, including frequencies, percentages, weighted means, and standard deviations, were calculated. For comparative analysis, inferential statistics were conducted to determine potential differences across demographic categories. Specifically, an Independent Sample t-test for binary demographic variables (sex) and a One-Way Analysis of Variance (ANOVA) for multi-categorical demographic variables (age, educational attainment, and teaching experience), with all significance tests at the .05 alpha level.

Locale of the Study

The study was conducted in the public secondary schools across the two districts of San Fernando, Bukidnon, during the school year 2023-2024. San Fernando I includes three existing secondary high schools with a 123-member teaching force, while San Fernando II comprises three secondary schools with a 34-member teaching force.

The study utilized a total enumeration sampling methodology. This approach was selected to capture the characteristics of the target population and to minimize potential sampling bias, allowing for a clearer examination of how various demographic variables are associated with differences in teachers' work commitment.

Participants of the Study

The participants of the study comprised the public secondary teachers within the District I and II of the Municipality of San Fernando, representing a total population of 157.

Research Instrument

The research instrument of the study was divided into two parts. The first part gathered the demographic profile of the teacher-respondents, while the second part measured the extent of work commitment adopted from the National Competency-Based Teacher Standards (NCBTS). Content validity was established during the creation

of the original NCBS survey, as its items were rigorously designed and vetted by a national panel of education experts to align directly with the mandated domains of teacher competence. Furthermore, the established national reliability; original validation metrics indicated an overall Cronbach's alpha of 0.955, signifying excellent internal consistency.

The instrument evaluated the extent of secondary school teachers' commitment across four key dimensions: commitment to learners (5 items), commitment to teaching work (5 items), commitment to society (5 items), and commitment to the profession (5 items). A 5-point Likert scale was utilized to measure responses, interpreted using the following range: 5-To a Very Large Extent, 4-To a Large Extent, 3- To a Moderate Extent, 2-To a Low Extent, and 1- To a Very Low Extent.

Data Gathering Procedure

The data gathering procedure for this study began with a formal request for permission to conduct the research. Once permission from the division superintendent was received, the researcher proceeded with the data gathering process. Formal letters of request were sent to the school heads of various secondary schools in San Fernando I and II asking permission to request permission to conduct the study within their respective schools.

Data Analysis

The data were analyzed and interpreted using statistical software, employing both descriptive and inferential statistical tools. To address the first objective regarding the demographic profile of the teacher respondents, frequency distributions and percentages were computed. For the second objective assessing the extent of work commitment across its four domains, weighted means and standard deviations were calculated and interpreted using a designated Likert-Scale rating scheme. Finally, to determine whether significant differences existed in work commitment when grouped according to demographic attributes, inferential statistics were performed. An independent Sample t-test was utilized for sex, while a One –Way Analysis of Variance (ANOVA) was carried out for age, position, educational attainment, and teaching experience. All statistical hypothesis were tested at a .05 level of significance.

RESULTS AND DISCUSSIONS

The following were the significant findings of the study:

Table 1. Demographic Profile of Public Secondary School Teachers in Terms of Sex.

Sex	F	%
Male	42	26.8
Female	115	73.2
Total	157	100.0

Results showed that female teachers constituted the majority of the study population (73.2%). This indicates that women represent the larger proportion of the workforce within the targeted educational department.

These findings are consistent with those of McGregor (2020), who observed that public schools are often characterized by a strong presence of female educators. Similarly, Francisco (2020) highlighted a higher proportion of female compared to male teachers in the profession. Wang and Samba (2019) also noted that teaching is frequently associated with higher female representation.

This demographic trend is often discussed in relation to societal perceptions that associate women with nurturing and caring traits, which are frequently linked to teaching roles: however, such demographic pattern reflect societal and contextual associations rather than direct determinants of professional entry or work commitment.

Table 2. Demographic Profile of Public Secondary School Teachers in Terms of Age.

Age	F	%
30 and below	48	30.6
31-49 years old	84	53.5
50 years old and above	25	15.9
Total	157	100.0

Among these teachers, 30.6% of the teacher-respondents are aged 30 and below, representing the early-career segment of the sample. The largest proportion falls within the age 31 to 49 age range (53.5%), indicating substantial representation of mid-career educators. Meanwhile, teachers aged 50 and above compromise the smallest group, accounting for (15.9%). Overall, these figures reflect a diverse age distribution characterized by a higher concentration of mid-career teachers and relative to older educators.

These findings align with the study by Mencias (2023), which similarly reported that approximately half of the surveyed teachers were between 31 and 45 years old. The results are likewise consistent with Javier et al., (2018), where the majority of respondents fell into the 31 to 40 age bracket. In developmental literature, this age range is often associated with middle adulthood-a phrase frequently linked with professional activity and engagement.

Furthermore, prior research by Sarabia and Collantes (2020), highlights that middle-aged teachers are often situated in roles where their accumulated experience, stability, and mentorship capability correlates positively with organizational outcomes. Conversely, studies such as Queroda and Nama (2018), reported a higher concentration of teachers aged 21 to 30, underscoring that different age cohorts bring distinct, complementary dynamics to the profession. While younger educators are frequently associated with innovative approaches and energy, mid-career and senior teachers often contribute valuable experiential.

Table 3. Demographic Profile of Public Secondary School Teachers in Terms of Position.

Position	F	%
Teacher I	78	49.7
Teacher II	44	28.0
Teacher III	30	19.1
Master Teacher I	5	3.2
Total	157	100.0

In terms of position, the majority of the teaching workforce consisted of Teacher I (49.7%), followed by Teacher II (28.0%), Teacher III (19.1%), and Master Teacher I (3.2%) These findings align with Sumangcayawon et al. (2020) who also reported a largest group respondents were Teacher I, followed sequentially by Teacher II, Teacher III, and Master Teacher I. This pattern is further supported by Buenaventura et al. (2020), where most respondents held Teacher I roles, followed by Teacher II, Teacher III, MT II and MT I. This observed trend is consistent with a structural distribution where higher-level teaching positions are less frequent, corresponding to a higher concentration of educators in entry-level roles such as Teacher I.

Table 4. Demographic Profile of Public Secondary School Teachers in Terms of Educational Attainment.

Educational Attainment	F	%
Bachelor's Degree	29	18.5
Master's Unit	97	61.8
Master's Degree	27	17.2
PhD Units	4	2.5
PhD Degree	0	0
Total	157	100

Regarding educational attainment, the most significant proportion of teachers, constituting 61.8% had earned master's units, indicating that they have pursued graduate studies beyond the bachelor's level but have not yet attained a full master's degree. Teachers holding a bachelor's degree as their highest educational qualification constituted for 18.5%, of the sample, while 17.2% had completed a Master's degree, a smaller segment of respondents 2.5% had earned PhD units, indicating a limited number of teachers pursuing doctoral studies. Surprisingly, no teachers have been reported to have attained a PhD degree.

The results are consistent with the findings of Mencias (2023), who observed that the majority of the teacher respondents were enrolled in graduate studies. Similarly, also, in the study of Zabala (2018) reported that most participants were bachelor's degree holders with earned master's units. These empirical patterns align with those documented by Enchalico-Bermillo and Calvez-Amibahar's (2020), suggesting that educational background is frequently associated other distinct professional profiles rather than functioning as a direct determinant of individual work commitment.

These findings suggest that earning a master's units and pursuing a master's degree are associated with opportunities to develop specialized expertise within a chosen field. Furthermore, advanced academic attainment is often related to potential pathways toward higher-level positions, increased responsibilities, and expanded professional opportunities.

Table 5. Demographic Profile of Public Secondary School Teachers in Terms of Teaching Experience.

Teaching Experience	F	%
1-5 years	57	36.3
6-10 years	42	26.8
11-15 years	31	19.7
16-20 years	13	8.3
20 and above	14	8.9
Total	157	100.0

Table 5 reveals the demographic profile of public secondary school teachers in terms of teaching experience. The largest proportion of the teachers (36.3%) reported 1 to 5 of teaching experience. This was followed by 6 to 10 years of experience (26.8%), representing a notable segment of early to mid-career educators. Teachers with 11 to 15 years of experience accounted for (19.7%), of the total, while smaller proportions reported 16 to 20 years (8.3%) and 20 years or more (8.9%). These results align with the findings of Sarabia and Collantes (2020), who similarly observed that a majority of respondents had 1 to 5 years of teaching experience. Conversely, other literature reflect different distributions; for instance, Magalong and Torreon (2021), found that the largest category of respondents reported to 11 to 15 years of teaching experience, whereas, the 1 to 5 years category comprised the lowest proportion. Overall, these distribution illustrates the variation in teaching experience across different educator cohort.

Table 6. This table presents the extent of work commitment among public secondary school teachers in terms of Commitment to Learners, Commitment to Teaching Work, Commitment to Society, and Commitment to Profession.

Extent of Work Commitment	Mean	SD	Interpretation
Commitment to Learners	4.20	0.392	Very Large Extent
Commitment to Teaching Work	4.26	0.376	Very Large Extent
Commitment to Society	4.09	0.420	Large Extent
Commitment to Profession	4.21	0.463	Very Large Extent

Scale	Interval	Qualitative Description
5	4.20 – 5.00	Very Large Extent
4	3.40 – 4.19	Large Extent
3	2.60 – 3.39	Moderate Extent

2	1.80 – 2.59	Low Extent
1	1.00 – 1.79	Very Low Extent

As shown in the table, Commitment to Teaching Work yielded the highest mean score of 4.26, (SD=0.376), verbally interpreted as Very Large Extent. This is closely followed by Commitment to Profession with a mean score of 4.21, (SD=0.463), and Commitment to Learners with a mean score of 4.20, (SD=0.392), both of which likewise correspond a Very Large Extent. Conversely, Commitment to Society obtained the lowest mean score among the dimensions at 4.09, (SD=0.420), which is verbally interpreted as a Large Extent.

These findings suggest that the surveyed educators demonstrate a strong dedication toward their core duties. The high evaluation of Commitment to Teaching Work demonstrate (4.26), indicates a pattern where teachers place high priority on classroom instruction, lesson preparation, and day –to day teaching activities. These orientations align with organizational goals in educational setting.

This pattern supports Mishra (2021), who noted that committed teachers are often open to adopting diverse teaching techniques tailored to learner needs, accompanied by enthusiasm and professional passion which make the teaching experience truly enjoyable. Similarly, these results concur with the findings of Darsih (2018), which indicated that students-oriented teaching is related to the implementation of varied instructional methods, shifting the educator's role from a primary information provider to a learning facilitator.

Furthermore, the high scores observed in Commitment to Profession (4.21), and Commitment to Learner (4.20) are consistent with a holistic professional identity. Rather than viewing instruction strictly as daily employment, respondents tended to view teaching as a long term professional calling centered on learner care and development. This trend is associated with key dimension of professional commitment, including self-reflection, professional demeanor, continuous learning, and engagement in professional networks. Reflective teaching, in this context, serve as an ongoing process through which educators evaluate the efficacy of their instructional approaches. As Mishra (2020) emphasized, teaching extends beyond knowledge transfer to encompass mentorship and role modeling in areas such as character, integrity, and academic excellence. This aligns with broader perspective that regard teaching as a vital profession tied to community and national development (Sherpa, 2018).

These outcomes are consistent with the work of Manalo et al., (2020), who highlighted that high organizational commitment among teachers is closely associated with affective commitment, where a sense of belonging corresponds with overall dedication. Moreover, Ventista and Brown (2023) observed that professional learning opportunities, ongoing coaching, and collaborative development are positively related to instructional quality. As Macabanta et al., (2023) noted, continues professional development is essential for advancing expertise. Professional commitment serves as a key element linked with positive learning environments, student success, and educational progress.

Additionally, these results align with the findings by Macabanta et al. (2023), regarding the shared educational goals of teachers and learners. As Sumamol (2019) observed, proficient teachers is often related to positive transmission of enthusiasm to students through engaging activities and resources. This pattern supports Freire (2018), emphasis on dialogue, critical reflection, and mutual respect as components that enrich educational interactions.

Conversely, while Commitment to Society (4.09), indicates a positive level of engagement, a lower relative score suggests that teachers may perceive immediate classroom responsibilities as taking precedence over broader community-oriented programs. This pattern may be associated with competing time constraints or administrative workloads that limit external community involvement. Nevertheless, these findings support McRonald (2022), who noted that teachers often engage in community outreach out of a professional desire to serve, as well as Sumammol (2019), who emphasized the role of education in contributing to broader societal needs. This is further supported by Daniel and Oakes (2019), who identified school-stakeholders collaboration as a factor related to supportive learning environments, and Pascalau et al., (2021) who highlighted the value of community-engaged educational methods.

Finally, the small standard deviations across all indicators (ranging from 0.376 to 0.463) reflect notable homogeneity among the responses. This consistency suggests that high work commitment represents a shared professional profile across the surveyed group rather than an isolated outcome.

Table 7. Test of Significant Difference in Teacher's Extent of Work Commitment when Grouped in Terms of Sex, Age, Position, Educational Attainment, and Teaching Experience.

ANOVA / t-test Results Table

Variable	SS Bet.	SS W/in	MS Bet.	MS W/in	F/t	P Val.	Int.
Sex	—	—	—	—	-1.805	.073	NSD
Age	1.331	15.202	.665	.099	6.740	.002	WSD
Position	3.870	12.662	1.290	.083	15.588	.000	WSD
Educational Attainment	4.695	11.837	1.565	.077	20.299	.000	WSD
Teaching Experience	2.441	14.092	.610	.093	6.583	.000	WSD

Note: NSD = Not Significant Difference; WSD = With Significant Difference.

Notably, the analysis reveals statistical variance in teachers' extent of work commitment when grouped by age, position, educational attainment, and teaching experience. For age, the test indicated a significant difference in work commitment across age groups, $F = 6.740$, $p =$ value of 0.002. Similarly, significant difference in work commitment were observed across levels of position with an $F = 15.558$, and $p =$ value of 0.000 as well as educational attainment $F = 20.229$, a $p =$ value of 0.000, teaching experience with $F = 6.583$, a $p =$ value of 0.000. Conversely, no statistically significant difference was observed between the sexes with an $t = -1.805$ and $p =$ value of .073.

Overall, these findings highlight that demographic characteristics specifically age, position, educational attainment, and teaching experience are significantly associated with variations in teachers' work commitment, rather than determining it. Consequently, the null hypothesis which stated that there is no significant difference in teachers' extent of work commitment when grouped according to age, position, educational attainment, and teaching experience was rejected. However, the null hypothesis failed to be rejected when respondents were grouped according to sex.

These findings align with the work of Rafsanjani (2022), who reported that educational background and professional identity are interrelated with aspects of teaching effectiveness and commitment. Similarly, Chaudhary and Chechi (2021), observed significant differences in employee engagement levels across distinct demographic and job characteristics, including age and position. In contrast, the current results diverge from those of Agrawal and Jain (2020), who found out that gender and educational attainment were not significantly related to teachers' commitment levels. Likewise, Shah et al. (2020), reported no significant correlation between teachers' academic qualifications and their professional engagement.

CONCLUSION

Based on the findings of the study, the several conclusions are drawn regarding the demographic profile of public secondary teachers and their levels of work commitment.

The descriptive results highlight the demographic landscape of the teaching workforce. The largest age bracket spans between 31 and 49 years old, reflecting a substantial representation of mid-career educators. In terms position and professional development, the majority of teachers hold a Teacher 1 position, possess Master's units, and have 1-5 years of teaching experience.

Overall, teachers demonstrate a very high level of work commitment. Specifically, Commitment to Learners, Commitment to teaching Work, and Commitment to the Teaching Profession, while very large extent to the Commitment to Society. This indicates a strong affinity for education and dedication to the teaching profession.

Regarding the relational analysis, the research reveals that variations in work commitment levels are significantly associated with specific demographic variables-namely age, position, educational attainment, and teaching experience. Conversely, no significant difference in teachers' work commitment was observed when grouped by sex. These results suggest that work commitment levels are generally comparable across sexes, whereas differences in commitment correspond primarily to variations in age, career rank, academic background, and years of service.

RECOMMENDATION

In light of the preceding findings and conclusions, the following recommendations are offered:

Higher officials, policy makers, and educational managers of the Department of Education may consider providing targeted support and resources to assist teachers maintaining high levels of work commitment. Offering professional development sessions or organizational tools focused on workload balance and stress management may serve as valuable supportive strategies.

Furthermore, it is recommended that Department of Education continue to promote institutional environments that favor a healthy balance between professional responsibilities and personal life. Potential initiatives may include exploring flexible scheduling options and establishing clear guidelines regarding communication outside of official working hours. The Department may also enhance recognition programs to celebrate sustained dedication across various career stages.

Additionally, the Department of Education may provide access to workshops, conferences, and continuing education opportunities may support teachers in refining their practice and maintaining professional engagement. Where applicable, school administrators may offer pathways towards leadership roles, allowing teachers to share their expertise on a broader scale.

Finally, future research is recommended to examine additional and contextual factors not covered in the present study. More in- depths studies on different factors affecting teachers' commitment may be conducted.

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