

# Job Satisfaction, Organizational Commitment and Career Aspiration of Public Secondary School Teachers

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## ABSTRACT

This study examined the influence between job satisfaction, organizational commitment and career aspiration among secondary school teachers in the Department of Education (DepED). Driven by the hesitation of teachers to seek higher career roles, the research investigated whether job satisfaction and organizational commitment correlate with recognition; leadership goals; and pursuit for higher education. The study employed a descriptive-correlational design. Data was gathered through online survey questionnaires. The statistical tools utilized in this study were mean, standard deviation, Pearson's  $r$  and multiple regression analysis. Results indicated high levels of job satisfaction, organizational commitment as well as career aspiration. Further, job satisfaction and organizational commitment were found to have moderate positive correlation with career aspiration. Furthermore, multiple regression analysis revealed that both job satisfaction and organizational commitment influence career aspiration. Thus, the high levels of job satisfaction, organizational commitment and career aspiration indicate teachers who are fulfilled, loyal and motivated to grow within DepED. Moreover, job satisfaction and organizational commitment only contribute to a small variability in career aspiration. Other factors may be investigated.

**Keywords**— Educational management, job satisfaction, organizational commitment, career aspiration, public school teachers, descriptive correlational technique, Philippines

## INTRODUCTION

A person's career aspiration is the direction they want their career to go in. Those with high levels of aspiration are more likely than those who do not set ambitious objectives for the future, pursue postsecondary education, and land promising jobs as young adults (Hodis et al., 2015). However, in the educational setting, the Baby Boomer generation are retiring from leadership and principal positions, and the evidence suggests the next generations are becoming increasingly less willing to take on leadership positions (Marks, 2013).

On another setting, the Australian Bureau of Statistics (ABS) in 2015 indicated that 3.6 percent of teaching staff positions are principal positions, only 1.1 percent of secondary teachers, and 1.6 percent of primary teachers reported an intention to apply for a principal position in the next three years, according to a national Australian survey (McKenzie et al., 2014). Meanwhile, the Nationwide Association of Secondary School Principals in 2022 found that in the United States of America has published a troubling study based on its national survey of secondary school principals, the findings of which point to an impending exodus of principals from pre-K–12 institutions. Results revealed that 4 out of 10 principals planned to leave their work in the next three years.

In the Asian setting, Chaaban et al. (2023) investigated public school teachers in Qatar. Results indicated that although many teachers had good outlook towards educational aspiration, many of them felt less motivated to be promoted. This is caused by their weak promotional system.

Moving to the Philippine setting, several studies have focused on career aspiration. In Digos City, Lee and Bauyot (2025) found out that many experienced teachers were unmotivated to aspire higher in their career due to limited promotion opportunities, rigid requirements and feelings of stagnation. Similarly, a study by Cruz and Agpasa

(2024) described teachers whose positions remained stagnant for more than a decade, noting that stringent qualification requirements, limited access to training, and high competition contribute to suppressed career aspiration among long-serving teachers.

With regards to job satisfaction and career aspiration of teachers, notable studies have established the correlation of these two variables. When educators are fulfilled in their work, they tend to pursue advancement in their profession. The study of Khan and Sherwani (2018) supports this claim. Similarly, Rahmadani and Ananda (2018) found that Indonesian public-school teachers who experienced satisfaction in their teaching atmosphere demonstrated stronger intentions to pursue leadership roles and higher education. In addition, Kumari and Jafri (2020) found that Indian teachers who were satisfied with their professional responsibilities and workplace support systems were more likely seek continued development and set higher career goals.

Concerning the relationship of organizational commitment to career aspiration, a few existing studies can be found. First, Dela Cruz and Roldan (2021) found that teachers with higher commitment to their schools were more inclined to pursue leadership roles and professional advancement opportunities. This reflects how emotional attachment to the organization improves aspiration. Second, Gutierrez (2023) noted that continued commitment to the Department of Education (DepED) encouraged teachers to set long-term career goals. This helps them align their personal growth with the objectives of DepED.

Despite the fact that job satisfaction, organizational commitment and career aspiration have each been widely studied, there remains a notable gap in understanding how these three variables interplay. This refers to the public-school teachers in developing contexts such as the Philippines. For example, Li and Chen (2018) investigated the job satisfaction among Chinese teachers. They found that while satisfaction levels were generally high, the study was not able to establish how these experiences influenced teachers' long-term career goals. Similarly, Rahman and Nurfaizah (2019) examined organizational commitment among Indonesian educators. They revealed that teachers felt strongly attached to their schools. However, it was not unexplored how such commitment might translate into future career aspirations. On another setting, Abdullah and Osman (2021) reported that Malaysian teachers displayed high motivation and loyalty. Many of them, however, expressed uncertainty about opportunities for professional advancement within their institutions. In the Philippine context, Teves and Ubayubay (2024) found that many teachers pursued higher education to improve their teaching competence. However, research integrating their job satisfaction and organizational commitment with career aspiration remains not well explored.

Together, these studies underscore the need for more holistic research that examines how job satisfaction and organizational commitment correlate with career aspiration. This is especially among teachers within the Department of Education, specifically in the Division of Davao City.

Recognizing these gaps, the researcher has decided to pursue this study. Gaining understanding in this area is vital for teachers are at the heart of every school's success. Knowing what fuels or hinders their ambitions can help create more supportive environments and guide superiors to craft policies that nurture teacher professional growth. This then strengthens the whole education system.

The present study was set to align closely with the United Nations Sustainable Development Goals (UN SDGs), particularly Goal 8. It emphasizes the promotion of sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. By understanding the influence of job satisfaction and organizational commitment on aspirations for career achievement among teachers, insights can be gained into the stability and professional mobility of the school workforce. This may point to possible means for the DepED to intervene in policy, to ensure that working conditions are fair, that there are pathways for clear career advancement and that there is continuous professional development - all basic characteristics of decent work and meaningful employment.

## Statement of the Problem

This study determined the influence of job satisfaction and organizational commitment on career aspiration of

teachers. Specifically, it sought answers to the following questions:

1. What is the level of job satisfaction of the teachers in terms of:
  - 1.1 pay;
  - 1.2 promotion;
  - 1.3 supervision;
  - 1.4 fringe benefits;
  - 1.5 contingent rewards;
  - 1.6 operating conditions;
  - 1.7 coworkers;
  - 1.8 nature of work; and
  - 1.9 communication?
2. What is the level of organizational commitment of teachers in terms of:
  - 2.1 affective commitment;
  - 2.2 continuance commitment; and
  - 2.3 normative commitment?
3. What is the status of career aspiration of the teachers in terms of:
  - 3.1 achievement aspiration;
  - 3.2 leadership aspiration; and
  - 3.3 educational aspiration?
4. Is there a significant relationship between:
  - 4.1 teacher job satisfaction and career aspiration; and
  - 4.2 organizational commitment and career aspiration?

Do job satisfaction and organizational commitment of teachers significantly influence career aspiration?

## METHODOLOGY

This study utilized quantitative research method. This research method is defined as a collection of methods, approaches, and presumptions used to investigate numerical patterns in order to examine psychological, social, and economic phenomena (Coghlan & Brydon-Miller, 2014). In particular, a descriptive correlational design was used in this research. This research design is helpful for articulating how one occurrence is connected to another in circumstances when the researcher has no control over the independent variables (Lappe, 2000). Specifically, the researcher investigated the correlation of the independent variables which are job satisfaction and organizational commitment to the dependent variable which is career aspiration.

The respondents of this research were 110 public school teachers employed in Cluster 8 Secondary Schools of DepEd Division of Davao City in the academic year 2022-2023. A survey questionnaire through Google Forms was employed to gather data from the respondents. These were sent to the focal persons of the Cluster 8 schools through Facebook Messenger.

The survey questionnaire was composed of several adapted questionnaires. Job satisfaction was measured using the Job Satisfaction Survey (JSS) from Spector (1997). Organizational commitment was measured by the Organizational Commitment Scale by Allen and Meyer (1990). In addition, career aspiration was measured using the Career Aspiration Scale–Revised (CAS-R) by Gregor and O’Brien (2015).

Lastly, ethical standards were observed during the conduct of the study. Principles of informed consent, voluntariness and confidentiality were assured to the respondents.

### Statistical Tools

To analyze the results of this study, appropriate statistical tools were employed as follows:

**Mean.** This was used to gauge the level of organizational commitment, job satisfaction and career aspiration of the public secondary school teachers.

**Standard Deviation.** In this study, standard deviation was utilized to assess the consistency of teachers’ perceptions concerning job satisfaction, organizational commitment, and career aspiration.

**Pearson Product-Moment Correlation Coefficient.** This tool was used to measure the significant relationship between job satisfaction, organizational commitment and career aspiration.

**Multiple Regression.** This was used to determine how strong the relationship is between job satisfaction and career aspiration as well as with organizational commitment and career aspiration.

## RESULTS AND DISCUSSION

Presented in this chapter are the results derived from the conduct of the study. It further provides a detailed analysis and interpretation of the data gathered, highlighting patterns, relationships, and implications relevant to the research objectives.

### Level of Job Satisfaction of Teachers

Shown in Table 1 is the level of job satisfaction of public secondary teachers. Job satisfaction contains nine indicators such as pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication.

The overall mean of job satisfaction generated a score of 3.72, which is described as high. This means that job satisfaction of the teachers is oftentimes evident. Such a finding implies that the teachers like their supervisor. To add, they find their supervisor as competent as well as fair to the teachers. Further, they also like and enjoy being with the people they work with. Furthermore, they find meaning in the work they do and take pride in it. With regards to the standard deviation, the score is 0.42. Since this is smaller than 1, it indicates that the participant's data are homogeneous.

Table I Level of Job Satisfaction of Teachers

Item	Mean	SD	Description
Pay	3.72	.61	High
Promotion	3.44	.75	High

Supervision	4.24	.51	Very High
Fringe Benefits	3.76	.65	High
Contingent Rewards	3.48	.65	High
Operating Conditions	2.71	.67	Moderate
Co-workers	4.11	.55	High
Nature of work	4.14	.59	High
Communication	3.87	.56	High
<b>Overall Mean</b>	<b>3.72</b>	<b>.42</b>	<b>High</b>

Among the nine indicators of job satisfaction, only supervision scored a mean above 4.18 which is described as very high. The rest which are pay, promotion, fringe benefits, contingent rewards, co-workers nature of work, and communication received a score within the mean range of 4.18 – 4.29 which is described as high. Only operating conditions is on the moderate level falling within the mean range of 2.04 - 3.30.

Recent empirical studies similarly reveal that high levels of job satisfaction are common among public school teachers in various contexts. The result of the study is parallel to the study of Reyes and Soriano (2019) who found that public school teachers demonstrated generally high satisfaction, particularly with the nature of work and collegial support, despite challenges in compensation. Similarly, Tria (2023) reported in a systematic review that Filipino educators generally rated their job satisfaction as high, especially in areas related to interpersonal relations, autonomy, and purpose, reflecting a sense of professional fulfillment. Beyond the Philippines, Borah and Das (2020) discovered that Indian government schoolteachers showed high satisfaction levels. This is attributed to job security, adequate compensation, and respect from the community. In the same vein, Rahman and Parveen (2022) examined public secondary school teachers in Bangladesh. They reported overall high job satisfaction, particularly in the dimensions of supervision and peer support. This suggests that stable working environments and institutional recognition play crucial roles.

### Level of Organizational Commitment of Teachers

Table 2 exhibits the level of organizational commitment of the teachers. As shown, the overall mean is 3.61 denoting that the organizational commitment of public secondary school teachers is high. This indicates that the organizational commitment of the teachers is oftentimes manifested. These further asserts that the DepED has a great deal of personal meaning for them and find a great sense of belongingness to it. Furthermore, many teachers find it difficult to leave their organization even if they wish to, as they value the security and stability it provides. They also fear losing the benefits and sense of belonging they have built over time, even when other job opportunities arise. Additionally, these teachers believe that people today tend to move from one organization to another too often. Thus, they uphold that a person must remain loyal to their organization. A standard deviation of .74 conveys that the responses of the teachers are closer to the mean.

Table Ii Level of Organizational Commitment of Teachers

Item	Mean	SD	Description
Affective Commitment	3.57	.56	High
Continuance Commitment	3.78	.68	High
Normative Commitment	3.49	.55	High
<b>Overall Mean</b>	<b>3.61</b>	<b>.47</b>	<b>High</b>

Several studies align with this result. In a Philippines-based study, Quines and Arendain (2023) reported

generally elevated commitment scores among DepEd teachers, noting strong affective attachment and willingness to remain in their schools. Xu et al. (2024) found similarly high levels of commitment among primary school teachers in mainland China, showing that authentic leadership practices were associated with teachers' pronounced sense of loyalty and dedication to their institutions. Werang (2023) observed that teachers in remote elementary schools in Indonesia exhibited high organizational commitment, with many teachers describing strong emotional and professional ties to their schools despite geographic challenges. Likewise, Guhao Jr. (2023) documented a high level of commitment among public school teachers, characterizing them as socially, emotionally, and economically attached to their organizations.

### Status of Career Aspiration of the Teachers

Table 3 presents the status of career aspiration of the teachers. As shown, the overall mean is 3.75 indicating it as high. This reflects that the career aspiration of the teachers is oftentimes demonstrated. This indicates that the public secondary school teachers work to have a lasting impact on their field and that achieving in their career is important to them. In addition, they hope to become a leader in their profession. Besides, they are also willing to undergo trainings and pursue higher education to advance in their field. The standard deviation is .74, a good result demonstrating that the responses gathered are close to the mean.

Table III Status of Career Aspiration of The Teachers

Item	Mean	SD	Description
Achievement Aspiration	4.01	.72	High
Leadership Aspiration	3.32	1.01	Moderate
Educational Aspiration	3.92	.72	High
<b>Overall Mean</b>	<b>3.75</b>	<b>.74</b>	<b>High</b>

Aligned findings have been documented in other educational settings. In Indonesia, Sari and Budiyo (2021) found that teachers exhibit strong career aspirations. They are often motivated by a desire to improve instructional quality and gain recognition in their profession. Similarly, Nguyen (2020) reported that teachers in Vietnam maintained high aspirations for professional development and promotion. They viewed career progression as both a personal goal and a way to enhance student learning outcomes. In Malaysia, Rahman and Hassan (2019) observed that public school teachers consistently expressed high levels of aspiration toward leadership roles and further education. These teachers exhibited a high drive to contribute more meaningfully to their schools and communities. Likewise, Kabilan et al. (2022) discovered that teachers' continuous efforts to acquire new skills and adapt to changing educational demands prompted their strong career aspirations.

### Significance of the Relationship of Teacher Job Satisfaction, Organizational Commitment and Career Aspiration

Presented in Table 4 is the relationship between teacher job satisfaction, organizational commitment and career aspiration. It shows that job satisfaction has a significant relationship with career aspiration at  $p < 0.01$ . Similarly, there is also a significant relationship between organizational commitment and career aspiration at  $p < 0.01$ .

Table IV Significance Of The Relationship Of Teacher Job Satisfaction, Organizational Commitment And Career Aspiration

Career Aspiration	r- value	p-value	Remarks
Job Satisfaction	.37	.00	Significant
Organizational Commitment	.39	.00	Significant

\*\* Correlation is significant at the 0.01 level (2-tailed)

In particular, the results show that there is a significant relationship between job satisfaction and career aspiration of public secondary school teachers ( $r = .37$ ,  $p < 0.01$ ). The strength of correlation is moderate and has a direct proportional relationship as revealed by the coefficient of .37. This suggests that as the level of the teacher's job satisfaction increases, so does the level of career aspiration.

Several studies support the connection between job satisfaction and career aspiration. In India, Singh and Sarkar (2019) found that teachers who reported higher satisfaction with their working conditions and administrative support also demonstrated stronger aspirations for leadership and academic growth. This goes to suggest that fulfillment at work inspires long-term professional goals. Similarly, Nguyen and Dao (2021), studied Vietnamese educators. The results revealed that teachers who experienced satisfaction in their teaching roles were more likely to pursue further studies and seek promotion within the education sector. In Malaysia, Hassan et al. (2022) observed that teachers with a high sense of satisfaction in their job environment exhibited elevated ambition to assume supervisory or managerial roles. These teachers view career advancement as both a personal achievement and a means to contribute more meaningfully to their institutions.

In the same way as job satisfaction and career aspiration, there is a significant relationship between organizational commitment (IV) and career aspiration of public secondary school teachers (DV) ( $r = 0.39$ ,  $p < 0.01$ ). The strength of correlation is also moderate and has a direct proportional relationship as revealed by the coefficient of 0.39. This entails that as the level of the teacher's organizational commitment increases, so does the level of their career aspiration.

Studies supporting this result can be found. In their study, Rahmadani and Ananda (2018) found that public school teachers in Indonesia who expressed strong attachment and loyalty to their institutions also showed higher motivation to pursue leadership roles and further education. This reflects how organizational belonging fosters career growth. Similarly, Suksri and Boonraksa (2020) reported that teachers in Thailand with high organizational commitment tended to set long-term professional goals. This included pursuing administrative positions or advanced teaching credentials. Lastly, Abdullah and Osman (2021) revealed that teachers in Malaysia who demonstrated greater aspiration for continuous improvement and upward mobility within the educational system were the ones who are committed to their schools' mission and values.

The Two-Factor Theory of Motivation by Herzberg (1966) can best explain why there is a significant relationship between job satisfaction and career aspiration among public school teachers. This theory posits that satisfaction and motivation at work stem from two sets of factors. The first one, hygiene factors, include salary and working conditions help prevent dissatisfaction. The second one, motivators, such as achievement, recognition, and personal growth is the one that inspires employees to perform better and pursue higher goals. When teachers experience fulfillment through meaningful teaching experiences, fair compensation, and supportive supervision, their internal motivation strengthens. This leads them to aspire toward professional advancement, leadership roles, and continued education.

On another end, the Three-Component Model of Organizational Commitment developed by Meyer and Allen (1991) provides an explanation why there is a significant relationship between organizational commitment and career aspiration. The model identifies three dimensions of commitment—*affective* (emotional attachment to the organization), *continuance* (awareness of the costs associated with leaving), and *normative* (a moral sense of obligation to remain)—each of which shapes how employees engage with their professional growth and career trajectories (Meyer & Allen, 1991). Teachers who feel emotionally connected to their schools (*affective commitment*) or morally dedicated to fulfilling the institution's goals (*normative commitment*) are more likely to pursue higher education, leadership roles, and continuous professional development (Meyer & Allen, 2016).

### **Significance of the Influence of Job Satisfaction and Organizational Commitment on Teachers Career Aspiration**

Shown in table 5 is significance of the influence of the predictors which are job satisfaction and organizational commitment to career aspiration. The combined influence job satisfaction and organizational commitment to the

career aspiration of public secondary school teachers is significant ( $f\text{-value} = 11.88$ ,  $p < 0.01$ ). Overall, the computed  $R^2$  value of 0.18 indicates job satisfaction and organizational commitment have contributed significantly to the variability of career aspiration by 18.20 percent from the total variability. Therefore, the difference of 81.80 percent is credited to other factors not covered in this study.

TABLE V Significance of The Influence of Job Satisfaction and Organizational Commitment on Teachers Career Aspiration

Predictors	Beta Coefficient	t	p-value	Remarks
Job Satisfaction	.38	2.005	.047	Significant
Organizational Commitment	.40	2.392	.019	Significant

Dependent Variable: Career Aspiration

$R = .43$

$R\text{ Square} = .18$   $F = 11.88$   $p = .000$

On one hand, results in the Table 5 indicate that job satisfaction significantly predicts the career aspiration of the teachers as evident on the regression coefficient value of 0.38 with  $p = .00$ . This denotes that job satisfaction plays a meaningful role in shaping the career aspirations of high school teachers, as those who feel fulfilled and valued in their work are more likely to envision long-term professional growth within the education sector.

Several studies support the finding that job satisfaction significantly predicts teachers' career aspirations. To start, Rahmadani and Ananda (2018) found that teachers with higher job satisfaction demonstrated stronger intentions to pursue leadership roles and professional advancement. This emphasizes the motivational effect of a positive work environment. Similarly, Kumari and Jafri (2020) in India reported that teachers who are satisfied were more inclined to seek higher educational qualifications. Further, they engage in continuous professional development. In Malaysia, Abdullah and Osman (2021) revealed that job satisfaction fostered teachers' enthusiasm for long-term career goals. These come in the form of administrative promotion and subject mastery. This shows how fulfillment in teaching can spark ambition and goal orientation.

This relationship of job satisfaction and career aspiration aligns closely with Herzberg's Two-Factor Theory. The theory postulates that workplace motivation is influenced by two sets of factors: hygiene factors (salary, policies, and working conditions) that prevent dissatisfaction, and motivators (such as recognition, achievement, and personal growth) that enhance satisfaction and inspire advancement (Herzberg, 1966). In the context of public education, teachers who find intrinsic meaning in their work through achievements, recognition, and opportunities for growth tend to experience greater satisfaction. This in turn heightens their aspirations for career progression.

On another hand, Table 5 also presents that organizational commitment significantly predicts the career aspiration of the teachers. This is supported by the coefficient value of 0.40 with  $p = .00$ . Consequently, this denotes that organizational commitment meaningfully contributes to the career aspirations of high school teachers. A strong sense of loyalty and belonging to their institution inspires teachers to pursue professional growth within the organization.

Several studies provide empirical support for the finding that organizational commitment significantly predicts teachers' career aspirations. On their study in Thailand, Suksri and Boonraksa (2020) found that teachers with strong emotional attachment and loyalty to their schools exhibited higher intentions to pursue leadership and administrative roles. Likewise, Rahman and Nurfaizah (2019) observed that teachers who demonstrated greater enthusiasm for continuous professional development and long-term career planning are the ones who felt

committed to their institutions. Similarly, Abdullah and Osman (2021) reported that teachers with high organizational commitment showed greater motivation to advance within the educational system. This reveals that a strong sense of belonging and identification with the school promotes teachers' drive for professional growth.

This relationship of organizational commitment and career aspiration aligns closely with Meyer and Allen's (1991) Three-Component Model of Organizational Commitment. The theory explains that commitment encompasses affective, continuance, and normative dimension. Each dimension influences an employee's intention to remain and grow within an organization. Teachers with strong emotional attachment are likely to aspire toward leadership or advanced roles. This is because they identify deeply with the mission of their school. Meanwhile, awareness of the costs of leaving and a sense of moral obligation reinforce their motivation to stay and progress professionally within the institution (Meyer & Allen, 2016).

Furthermore, Table 5 also presents job satisfaction and organizational commitment, when combined, help predict career aspiration with an  $R^2$  value of 0.18. Job satisfaction and organizational commitment account for 18% of the variance in teachers' career aspirations, demonstrating their significant predictive influence on educators' professional growth and ambition.

Several studies are related to this result. On one investigation, Abdullah and Osman (2021) found that teachers who were satisfied with their work environment and committed to their schools demonstrated higher aspirations for leadership and professional advancement. Similarly, in their study in Indonesia, Rahmadani and Ananda (2018) reported that public-school teachers who showed greater motivation to pursue higher positions and further studies are the ones with strong organizational attachment and positive job experiences. Likewise, Kumari and Jafri (2020) revealed that satisfied and loyal teachers were more likely to set long-term professional goals. This highlights that workplace satisfaction and commitment are key factors driving ambition and growth among educators.

This relationship between job satisfaction, organizational commitment and career aspiration aligns with the Achievement Theory of Aspirational Behavior and Motivational Balance proposed by Rodriguez and Giuffrida (2019). The theory suggests that individuals maintain aspirations when they achieve a balance between intrinsic motivation (personal fulfillment and mastery) and extrinsic motivation (recognition and advancement). In the context of public-school teachers, high job satisfaction nurtures intrinsic motivation by giving meaning and purpose to their daily work. On the other hand, organizational commitment enhances extrinsic motivation through a sense of belonging and institutional support.

To sum it up, the findings suggest that job satisfaction and organizational commitment are significant predictors of teachers' career aspirations. This underscores the vital roles that job satisfaction and organizational commitment play in shaping professional motivation and growth. When educators experience fulfillment in their work and feel a strong sense of attachment to their organization, they are more inclined to pursue higher career goals in the aspects of education, leadership, and enhanced teaching competencies. This relationship highlights that a supportive and satisfying work environment not only sustains teachers' engagement but also cultivates a forward-looking mindset essential for professional development and long-term retention within the education system.

## CONCLUSION AND RECOMMENDATIONS

### Conclusion

The following conclusions were formulated based on the findings of this study:

1. The job satisfaction of the teachers is oftentimes evident. This means that the teachers enjoy a high level of satisfaction while working at DepEd as secondary school teachers. This means that teachers are satisfied with their supervisors, the compensation they receive, their opportunities for promotion, being

with their coworkers, and their level of communication with each other. Having this outcome is good news for these play an important role in determining employee and organizational performance and effectiveness. Further, high job satisfaction creates a better chance that employees will have a more positive attitude toward their work.

2. The organizational commitment of public secondary school teachers is high. This indicates that the organizational commitment of the teachers is oftentimes manifested. These teachers are emotionally attached to their organization. Further, they see it as a family. This boosts their loyalty, making it hard for them to leave the DepED. This is crucial in achieving the goals of DepED and further enhances the organizations sustainability. Furthermore, this high commitment could help teachers avoid working very little, become habitually absent, or perhaps opt to quit teaching.
3. The teacher's mean score on career aspiration is high. This reflects that the career aspiration of the teachers is oftentimes demonstrated. This denotes that the teachers work to have a lasting impact on their field. They also to further their level of knowledge, education and training within their job. This will serve as a mechanism for career progress, assisting the person in working toward achieving the objectives of DepED. Lastly, this will make the teachers yearn for greater job execution and outcomes.
4. There is a significant relationship between job satisfaction and career aspiration. As teachers are fulfilled in the work they do at the DepED, they are motivated to improve in the areas of achievement, leadership and education. The same is true with organizational commitment and career aspiration. There is a significant relationship between organizational commitment and career aspiration. Organizational commitment is crucial when it comes to assessing whether an employee will work hard and stay with DepEd longer to accomplish its objective. Since the teachers are willing to stay longer with DepEd, they are also willing to set higher career aspirations in this organization.
5. Job satisfaction significantly influences the career aspiration of the teachers. This suggests that teachers who find fulfillment in their work tend to set higher career goals. On the other hand, organizational commitment also significantly influences the career aspiration of the teachers. Teachers who feel a strong sense of belonging and loyalty to DepED tend to envision long term growth within the organization. Combined, job satisfaction and organizational commitment, however, accounts only to a small variability in career aspiration. This implies that other factors such as personal motivation, opportunities for advancement and external support systems may influence excellence and career advancement.

## Recommendations

The following recommendations are derived from the findings and analysis presented in this study. These suggestions aim to address the key issues identified and provide actionable steps for relevant stakeholders.

1. Since the level of job satisfaction was high, this can still be sustained, if not, improved. The Office of the Schools Division Superintendent of Davao City through the Schools Governance and Operations Division with its Planning and Research Section and Human Resource Development Section may collaborate with school administrators in conducting trainings on enhancing job satisfaction. Surveys or polls might be conducted to determine which factors would help increase teacher job satisfaction. Worth noting is recommending an addition of non-teaching personnel to assist teachers as the respondents have moderate level satisfaction on the indicator on working conditions. There were even items from this indicator where doing less at work and having less paperwork are on the low level.
2. Given the high level of organizational commitment observed among public secondary school teachers, several actions can be taken by school administrators. First, the Office of the Schools Division Superintendent of Davao City through the Schools Governance and Operations Division with its Planning and Research may conduct in-depth qualitative research to identify the specific factors contributing to this high commitment. This could involve interviews and focus groups with teachers to understand what drives their loyalty and dedication. Second, establish a clear system to regularly measure and monitor organizational commitment levels over time.
3. This will help identify any fluctuations and allow for timely interventions if commitment begins to decline. After the conduct of the said research, the Division Human Resource Development Section could develop and implement targeted programs to reinforce and further enhance organizational commitment.

Lastly, explore ways to leverage this high commitment to address other challenges in the education system, namely, teacher retention and overall school performance.

4. Considering that the teachers career aspiration level is high particularly in terms of achievement aspiration and educational aspiration, a few recommendations are given. To sustain and even elevate the teachers' achievement aspiration, the annual search of Achievement of Great Instructional Leadership Award (AGILA) and Exemplary Achievement for Great and Laudable Employees (EAGLE) done by the DepEd Region XI Office can be adopted by the Schools Division of Davao City or even in the various secondary school clusters. They can awards teachers with exemplary performance, innovation in teaching, and meaningful contributions to student learning. With regards to the teachers' high educational aspirations, the Schools Division Office may strengthen the existing programs of the DepED on Teachers Induction Program (TIP) for newly hired teachers as well as the continuous trainings and seminars across the school year like In-Service Trainings (INSET), Learning Action Cells (LAC) sessions. Scholarship programs that provide opportunities for free masters or even doctoral degrees could help encourage teachers to advance in their education. Worth highlighting on career aspiration is the is the teachers' moderate level on leadership aspiration. Public Schools District Supervisors may offer mentorship programs pairing experienced school leaders with aspiring teachers. This can provide valuable guidance and leadership training, enhancing essential skills such as decision-making, communication, and team management. School heads recognizing emerging leaders within their respective schools and celebrating their contributions can also boost motivation and strengthen the belief that leadership roles are attainable and valued.
5. Given the significant relationship found between job satisfaction and career aspiration, the DepED Davao City Division Human Resource Development Section can make ways in enhancing job satisfaction indicators such as work settings, clear pathways for promotion and pay, and providing sufficient avenues for recognition as these can motivate teachers to look forward to advancing in their career path. On another note, since there is a significant relationship between teachers' organizational commitment and career aspiration, the Division Human Resource Development Section may design and implement targeted programs that strengthen teachers' emotional attachment to the DepED, enhance their sense of commitment by emphasizing the value and benefits of continued service, and foster a deeper sense of loyalty and identification with the organization. Adding to these, the Division Human Resource Development Section can establish a system of periodic feedback and personalized career counseling to help teachers align their aspirations with DepED's goals.
6. Job satisfaction and organizational commitment accounts only to a small percentage in the change in career aspiration. Other variables could be investigated to influence the career aspiration of the teachers. Mediating variables, such as leadership support and work-life balance, may also be examined. Additionally, a long-term analysis may be done to check how teachers' aspirations evolve over time. This comprehensive approach will allow DepED to leverage known predictors while exploring additional avenues to support teachers' career development.

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