



# International Journal of Research Publication and Reviews

Journal homepage: [www.ijrpr.com](http://www.ijrpr.com) ISSN 2582-7421

## Work Behavior and Commitment of the Millennial Teachers in Agusan Del Sur

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*DOI : <https://doi.org/10.55248/gengpi.6.0725.2607>*

### ABSTRACT

This study examined the relationship between work behavior and commitment among millennial teachers in selected Senior High Schools in Agusan del Sur, namely Talacogon National High School, San Luis National High School, and Esperanza National High School. Using a descriptive-correlational research design, data were gathered from 60 purposively selected Generation Y teachers through a Likert-scale survey questionnaire. The instrument assessed work behavior indicators—ethics, teamwork, leadership, professionalism, innovation, and community involvement—as well as work commitment dimensions, including affective, continuance, and normative commitment. Descriptive statistics (frequency, percentage, and mean), Pearson-r correlation, and Analysis of Variance (ANOVA) were employed to analyze the data.

Findings revealed that millennial teachers exhibit very high levels of work behavior, particularly in teamwork, ethics, and professionalism, while leadership scored slightly lower yet remained high. Work commitment was also rated very high, with affective commitment being the most prominent, followed by normative and continuance commitment. Significant relationships were found between demographic factors (position, educational attainment, years in service) and both work behavior and commitment. A strong positive correlation between work behavior and commitment was also established. Based on the results, the intervention program “Sustaining Excellence: Millennial Teacher Empowerment for Future-Ready Education” was proposed to enhance professional growth, leadership, and long-term commitment.

**Keywords:** Work Behavior and Commitment of the Millennial Teachers

### 1. INTRODUCTION

The teaching profession plays a pivotal role in shaping the future of any nation, and the quality of education is directly linked to the dedication and effectiveness of its teachers (Saroyan & Frenay, 2023). Millennial teachers are characterized by their technological proficiency, emphasis on work-life balance, and desire for meaningful work (Venida, 2022). These characteristics can significantly influence their engagement, motivation, and overall commitment to the teaching profession. Factors such as job satisfaction, organizational culture, leadership support, and professional development opportunities can significantly impact their work behavior and their dedication to their students and the school community (Ortan et al., 2021).

Despite their strengths, millennial teachers face several challenges in the workplace that can affect their job satisfaction and commitment. Common issues include career impatience, a desire for rapid advancement, and a need for continuous feedback and recognition. Additionally, millennials often struggle with maintaining a work-life balance and may feel overwhelmed by the demands of the teaching profession. These challenges can lead to higher turnover rates and decreased job satisfaction, which ultimately impact the quality of education (Zimmerman, 2021).

In the Philippines, the millennial generation constitutes a significant portion of the teaching workforce, bringing with them unique perspectives, values, and expectations (Alugar, 2021). Understanding the work behavior and commitment of these millennial teachers is crucial for ensuring a high-quality education system that meets the evolving needs of 21st-century learners.

According to the Philippine Statistics Authority (2023), millennials make up approximately 35% of the teaching workforce in the country. This demographic shift underscores the importance of understanding their unique needs and motivations. Furthermore, the Code of Ethics for Professional Teachers, as outlined in Republic Act No. 7836, mandates that teachers uphold the highest standards of professional conduct, continuously seek professional growth, and commit to the welfare of their students and the community. This legal framework provides a foundation for examining the ethical considerations and professional responsibilities that influence the work behavior and commitment of millennial teachers.

This study aimed to investigate the work behavior and commitment of millennial teachers in Agusan del Sur, Philippines. By examining factors such as job satisfaction, organizational commitment, and perceived organizational support, the research sought to gain a deeper understanding of the challenges

and opportunities faced by millennial teachers in this region. The findings provided valuable insights for educational administrators, curriculum planners, and teacher educators in developing strategies to enhance teacher retention, improve professional development programs, and create a more supportive and motivating work environment for millennial teachers in Agusan del Sur. The researcher focused on millennials due to their significant presence in the teaching workforce and the distinct characteristics that set them apart from previous generations. Their familiarity with technology, preference for collaborative work environments, and desire for continuous learning positioned them as a unique cohort whose work behavior and commitment provided valuable insights into the future of the teaching profession.

### **1.1 Research Questions**

This study determined the relationship between work behavior and commitment among millennial teachers in Agusan del Sur.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
  - 1.1 position;
  - 1.2 educational attainment; and
  - 1.3 years in teaching?
2. What is the level of work behavior of the millennial teachers in Agusan del Sur in terms of teacher:
  - 2.1 ethics;
  - 2.2 teamwork;
  - 2.3 leadership;
  - 2.4 professionalism;
  - 2.5 innovation; and
  - 2.6 community involvement?
3. Is there a significant difference in the level of work behavior of the millennial teachers in Agusan del Sur when grouped according to profile?
4. What is the level of work commitment of the millennial teachers in Agusan del Sur in terms of:
  - 4.1 affective commitment;
  - 4.2 continuance commitment and;
  - 4.3 normative commitment?
5. Is there a significant difference in the level of work commitment among millennials senior high school teachers when grouped according to profile?
6. Is there a significant relationship between the level of work behavior and commitment of the Millennial Teachers in Agusan del Sur?
7. On the basis of the findings of the study, what intervention program can be designed?

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## **2. METHODOLOGY**

### **2.1 Research Design**

This study employed a descriptive-correlational research design to examine the relationship between work behavior and commitment among millennial teachers in Agusan del Sur. The descriptive aspect of the study provided a detailed account of the respondents' demographic profile, including sex, school affiliation, position, educational attainment, and years in teaching. Additionally, it described the level of work behavior, focusing on ethics, teamwork, leadership, professionalism, innovation, and community involvement. Likewise, it presented the level of work commitment, which encompassed affective, continuance, and normative commitment.

The correlational aspect aimed to determine the statistical relationship between the variables. Specifically, it examined whether demographic factors influenced work behavior and commitment, and whether variations in work behavior had a significant association with work commitment. By analyzing these interconnections, the study provided insights into the underlying factors that shape millennial teachers' dedication to their profession, thereby informing institutional strategies for improving workplace engagement and retention.

## 2.2 Research Respondents/Sampling

The research respondents were the millennial senior high school teachers, born between 1981 and 1996, from selected schools in Agusan del Sur, specifically Talacogon National High School, San Luis National High School, and Esperanza National High School. A purposive sampling technique was employed since only teachers who belong to millennials who were born from 1981 to 1996, ages between 24 to 44, were included in the study. The table below shows the distribution of respondents in this study according to school and sex.

**Table 1. Distribution of Respondents According to School and Sex**

School	Sex				Total	Percentage (%)
	Male	Percentage (%)	Female	Percentage (%)		
Talacogon NHS	2	30	18	3	20	33
San Luis NHS	7	22	13	12	20	34
Esperanza NHS	3	28	17	5	20	33
<b>Total</b>	<b>12</b>	<b>80</b>	<b>48</b>	<b>20</b>	<b>60</b>	<b>100</b>

## 2.3 Research Instrument

The research instrument used in this study was an adapted survey questionnaire designed to measure work behavior and work commitment among millennial teachers. The concept of the questionnaire on work behavior was taken from the Individual Performance Commitment Form (IPCRF) on the Department of Education (DepEd) to measure the following indicators such as ethics, teamwork, leadership, professionalism, innovation and community involvement while the questionnaire on work commitment was patterned from the three types of work commitment namely: affective, continuance, and normative commitment and the idea of the statements were patterned from the article titled 3 Key Types of Organisational Commitment. The questionnaire was divided into three main sections: Demographic Profile, Work Behavior and Work Commitment, each containing multiple indicators with corresponding statements that respondents rated on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

In the Work Behavior section, indicators such as ethics, teamwork, leadership, professionalism, innovation, and community involvement were included. Each indicator comprised ten statements assessing various aspects of teachers' work behavior in relation to their Key Result Areas (KRAs) in the Results-Based Performance Management System (RPMS) of the Department of Education (DepEd), Philippines. The Work Commitment section included indicators such as affective commitment, continuance commitment, and normative commitment, with each indicator containing ten statements measuring teachers' emotional attachment, perceived costs of leaving, and sense of obligation to remain in their organization.

To ensure the validity of the instrument, it was validated by the three experts as regards to the content and accurateness of the instrument. Suggestions coming from the expert were applied.

## 2.4 Statistical Treatment

The study employed both descriptive and inferential statistical treatments to analyze the data. The following statistical tools were used:

**Frequency and Percentage.** These statistical tools were utilized to determine the profile of the respondents in terms of sex, school, position, educational attainment, and years in service.

**Mean.** This statistical tool was applied to assess the level of work behavior and commitment among Generation Y teachers in Agusan del Sur.

**Pearson-r.** This statistical tool was used to establish the relationships between demographic profile and work behavior, demographic profile and work commitment, and work behavior and work commitment.

**Analysis of Variance (ANOVA).** This was used to measure the significant difference in the level of work behavior and commitment among millennial teachers of Agusan del Sur as grouped according to demographic profile.

## 3. RESULTS and DISCUSSION

### 1. What is the demographic profile of the respondents in terms of position, educational attainment, and years in teaching?

**Table 2. Distribution of Respondents in Terms of Position**

Position	Frequency (f)	Percentage (%)
Teacher I	28	47
Teacher II	11	18
Teacher III	17	28
Master Teacher I	1	2
Master Teacher II	3	5
<b>Total</b>	<b>60</b>	<b>100</b>

Table 2 shows that most respondents are Teacher I (47%), followed by Teacher III (28%), Teacher II (18%), Master Teacher II (5%), and Master Teacher I (2%). This distribution highlights that millennial teachers in Agusan del Sur are largely in entry-level positions, with fewer occupying higher ranks. Leadership studies (Guo et al., 2022; Eduzor, 2024) suggest that higher positions foster ethical and transformational leadership, which boosts teacher motivation and engagement. However, the limited number of millennial teachers in advanced roles indicates potential challenges in career mobility and professional identity development. Research (Lee & Jang, 2023) emphasizes that mentorship and leadership training can enhance commitment and job satisfaction. Sims and Fletcher-Wood (2021) further recommend structured career development programs to support teachers' progression into leadership positions and improve retention.

**Table 3. Distribution of Respondents in Terms of Educational Attainment**

Educational Attainment	Frequency (f)	Percentage (%)
Baccalaureate Degree	39	65
Master's Degree	19	32
Doctorate Degree	2	3
<b>Total</b>	<b>60</b>	<b>100</b>

Table 3 shows that most respondents hold a baccalaureate degree (65%), followed by those with a master's degree (32%) and a doctorate (3%). This distribution highlights that while many millennial teachers in Agusan del Sur remain at the undergraduate level, a notable portion pursues postgraduate studies, reflecting efforts toward professional growth. Studies (Saleem, 2021; Paschal, 2023) emphasize that higher education enhances teacher ethics, professionalism, and effectiveness, positively influencing student outcomes. Advanced degrees are linked to stronger moral convictions and leadership skills (Abdellatif, 2022), underscoring the value of postgraduate education for career development. However, barriers such as financial constraints and workload hinder further studies. Schools and policymakers are encouraged to offer scholarships, flexible study options, and mentorship programs to support teachers' academic advancement (Castulo et al., 2025).

**Table 4. Distribution of Respondents in Terms of Years in Teaching**

Years in Teaching	Frequency (f)	Percentage (%)
1 – 5	19	32
6 – 10	25	42
11 – 15	9	15
16 – 20	2	3
21	5	8
<b>Total</b>	<b>60</b>	<b>100</b>

Table 4 shows that most respondents have 6–10 years of teaching experience (42%), followed by 1–5 years (32%), 11–15 years (15%), 21 years and above (8%), and 16–20 years (3%). This indicates that many millennial teachers are in the mid-stage of their careers, with moderate teaching experience dominating the workforce. Literature suggests that professional commitment is not solely determined by tenure but is strongly influenced by institutional culture, policies, and continuous learning opportunities (Arcadio et al., 2023; Saleem, 2021). While experience enhances adaptability and resilience, structured career advancement, mentorship, and leadership training are essential to prevent stagnation and boost professional growth. Schools should invest in development programs that enhance skills, ethics, and leadership across all experience levels (Guo et al., 2022; Castulo et al., 2025).

## 2. What is the level of work behavior in terms of ethics, teamwork, leadership, professionalism, innovation, and community involvement?

**Table 5. Level of Work Behavior in terms of Ethics**

No	Statements	Mean	Verbal Description	Verbal Interpretation
1	I adhere to the ethical standards set by the school and the Department of Education.	4.78	Strongly Agree	Very High
2	I maintain confidentiality regarding student information and school matters.	4.85	Strongly Agree	Very High
3	I demonstrate honesty and integrity in all my professional dealings.	4.83	Strongly Agree	Very High
4	I report any unethical behavior I observe among colleagues.	3.97	Agree	High
5	I avoid conflicts of interest in my professional responsibilities.	4.68	Strongly Agree	Very High
6	I treat all students fairly and without bias.	4.90	Strongly Agree	Very High
7	I follow the school's code of conduct consistently.	4.85	Strongly Agree	Very High
8	I respect the intellectual property rights of others in my teaching materials.	4.92	Strongly Agree	Very High
9	I ensure that my assessments are fair and unbiased.	4.83	Strongly Agree	Very High
10	I uphold the values of the teaching profession in my daily activities.	4.87	Strongly Agree	Very High
<b>Overall Mean</b>		<b>4.75</b>	Strongly Agree	Very High

Legend: 1.00-1.80 SDA/VL; 1.81-2.60 DA/L; 2.61-3.40 N/A; 3.41-4.20 A/H; 4.20-5.00 SA/VH

Table 5 shows that millennial teachers in Agusan del Sur demonstrate a very high level of ethical work behavior, with an overall mean of 4.75 (Strongly Agree). The highest-rated statement, "I respect the intellectual property rights of others in my teaching materials" (4.92), reflects strong adherence to academic integrity and proper attribution, shaped by institutional policies and training. The lowest-rated statement, "I report any unethical behavior I observe among colleagues" (3.97), suggests hesitation due to concerns about workplace relationships, conflicts, or fear of retaliation.

These findings highlight the importance of fostering a culture of transparency and trust, where ethical reporting is encouraged without fear of repercussions. Research supports that ethical leadership and workplace culture significantly enhance moral standards and job satisfaction (Guo et al., 2022; Ejaz et al., 2022). Abdellatif (2022) further noted that ethical educators positively influence both student development and institutional integrity. Schools should strengthen policies, provide professional development, and create safe mechanisms for addressing ethical concerns to sustain high ethical standards among millennial teachers.

**Table 6. Level of Work Behavior in terms of Teamwork**

No	Statements	Mean	Verbal Description	Verbal Interpretation
1	I collaborate effectively with my colleagues to achieve common goals.	4.67	Strongly Agree	Very High
2	I actively participate in team meetings and discussions.	4.77	Strongly Agree	Very High
3	I share resources and teaching materials with my colleagues.	4.80	Strongly Agree	Very High
4	I support my colleagues in their professional development.	4.83	Strongly Agree	Very High
5	I contribute to a positive and collaborative work environment.	4.82	Strongly Agree	Very High
6	I communicate openly and respectfully with my team members.	4.88	Strongly Agree	Very High
7	I value the input and feedback of my colleagues.	4.85	Strongly Agree	Very High
8	I work well with others to solve problems and address challenges.	4.78	Strongly Agree	Very High
9	I participate in school-wide initiatives and projects.	4.75	Strongly Agree	Very High

10	I foster a sense of community and teamwork among my students.	4.75	Strongly Agree	Very High
<b>Overall Mean</b>		<b>4.79</b>	<b>Strongly Agree</b>	<b>Very High</b>

Legend: 1.00-1.80 SDA/VL; 1.81-2.60 DA/L; 2.61-3.40 N/A; 3.41-4.20 A/H; 4.20-5.00 SA/VH

Table 6 shows that millennial teachers in Agusan del Sur demonstrate a very high level of teamwork, with an overall mean of 4.79 (Strongly Agree). The highest-rated statement, "I communicate openly and respectfully with my team members" (4.88), highlights the strong emphasis on open communication as a foundation for collaboration. The lowest-rated statement, "I collaborate effectively with my colleagues to achieve common goals" (4.67), though still rated very high, suggests minor challenges due to differing schedules, responsibilities, or working styles.

These findings emphasize the importance of teamwork in curriculum planning, addressing student needs, and fostering a supportive environment. Research shows that leadership engagement and distributed leadership enhance collaboration and motivation (Dutta & Sahney, 2022; Gudito & De Jesus, 2024). Institutions are encouraged to provide mentorship, team-building initiatives, and structured collaboration programs to strengthen teamwork. Positive workplace relationships, coupled with professionalism and strong work ethics, are also linked to increased job satisfaction and institutional effectiveness (Ejaz et al., 2022; Cortez et al., 2021).

**Table 7. Level of Work Behavior in terms of Leadership**

No	Statements	Mean	Verbal Description	Verbal Interpretation
1	I take initiative in leading school projects and activities.	4.22	Strongly Agree	Very High
2	I mentor and support less experienced teachers.	4.33	Strongly Agree	Very High
3	I demonstrate strong decision-making skills in my role.	4.58	Strongly Agree	Very High
4	I inspire and motivate my students to achieve their best.	4.72	Strongly Agree	Very High
5	I set a positive example for my colleagues and students.	4.68	Strongly Agree	Very High
6	I effectively manage classroom behavior and dynamics.	4.67	Strongly Agree	Very High
7	I provide constructive feedback to my colleagues.	4.55	Strongly Agree	Very High
8	I take responsibility for my professional growth and development.	4.73	Strongly Agree	Very High
9	I lead by example in upholding school policies and procedures.	4.65	Strongly Agree	Very High
10	I encourage student leadership and participation in school activities.	4.72	Strongly Agree	Very High
<b>Overall Mean</b>		<b>4.59</b>	<b>Strongly Agree</b>	<b>Very High</b>

Legend: 1.00-1.80 SDA/VL; 1.81-2.60 DA/L; 2.61-3.40 N/A; 3.41-4.20 A/H; 4.20-5.00 SA/VH

Table 7 shows that millennial teachers in Agusan del Sur exhibit very high leadership behavior, with an overall mean of 4.59 (Strongly Agree). The highest-rated statement, "I take responsibility for my professional growth and development" (4.73), highlights their proactive approach to continuous learning through training, seminars, and graduate studies. The lowest-rated statement, "I take initiative in leading school projects and activities" (4.22), though still high, suggests limited opportunities or preferences for supportive rather than managerial roles.

Leadership plays a crucial role in motivation and institutional success, with transformational and ethical leadership fostering trust, engagement, and performance (Eduzor, 2024; Kim & Lee, 2024). Research shows that supportive and inclusive leadership enhances teacher commitment and collaboration (Alzoraiki et al., 2024; Liza & Moscosa, 2023). Schools should invest in leadership development programs, mentorship, and inclusive practices to empower millennial teachers and strengthen their roles in school initiatives.

**Table 8. Level of Work Behavior in terms of Professionalism**

No	Statements	Mean	Verbal Description	Verbal Interpretation
1	I maintain a professional demeanor in all my interactions.	4.63	Strongly Agree	Very High
2	I dress appropriately and adhere to the school's dress code.	4.62	Strongly Agree	Very High
3	I am punctual and reliable in my attendance and duties.	4.52	Strongly Agree	Very High
4	I continuously seek opportunities for professional development.	4.68	Strongly Agree	Very High

5	I keep accurate and up-to-date records of student progress.	4.72	Strongly Agree	Very High
6	I communicate effectively with parents and guardians.	4.65	Strongly Agree	Very High
7	I stay informed about current trends and best practices in education.	4.55	Strongly Agree	Very High
8	I reflect on my teaching practices and seek ways to improve.	4.75	Strongly Agree	Very High
9	I adhere to deadlines and complete tasks in a timely manner.	4.72	Strongly Agree	Very High
10	I maintain a positive attitude and approach to my work.	4.77	Strongly Agree	Very High
<b>Overall Mean</b>		<b>4.66</b>	<b>Strongly Agree</b>	<b>Very High</b>

*Legend: 1.00-1.80 SDA/VL; 1.81-2.60 DA/L; 2.61-3.40 N/A; 3.41-4.20 A/H; 4.20-5.00 SA/VH*

Table 8 shows that millennial teachers in Agusan del Sur display very high professionalism, with an overall mean of 4.66 (Strongly Agree). The highest-rated statement, "I maintain a positive attitude and approach to my work" (4.77), highlights the importance of optimism in fostering collaboration and productivity. The lowest-rated statement, "I am punctual and reliable in my attendance and duties" (4.52), though still high, reflects occasional challenges in maintaining consistent attendance due to workload or personal factors.

Professionalism is vital for workplace integrity, career growth, and student success (Saleem, 2021; Paschal, 2023). Research confirms that professional conduct and continuous skill development enhance teacher performance and satisfaction (Sims & Fletcher-Wood, 2021; Cortez et al., 2021). Schools are encouraged to provide mentorship, training, and global best practices to further strengthen the professionalism and engagement of millennial educators.

**Table 9. Level of Work Behavior in terms of Innovation**

No	Statements	Mean	Verbal Description	Verbal Interpretation
1	I incorporate new teaching methods and technologies in my lessons.	4.63	Strongly Agree	Very High
2	I encourage creative thinking and problem-solving among my students.	4.62	Strongly Agree	Very High
3	I seek out and implement innovative solutions to classroom challenges.	4.52	Strongly Agree	Very High
4	I stay updated on the latest educational technologies and tools.	4.68	Strongly Agree	Very High
5	I experiment with different instructional strategies to enhance learning.	4.72	Strongly Agree	Very High
6	I create engaging and interactive learning experiences for my students.	4.65	Strongly Agree	Very High
7	I adapt my teaching methods to meet the diverse needs of my students.	4.55	Strongly Agree	Very High
8	I collaborate with colleagues to develop innovative teaching practices.	4.75	Strongly Agree	Very High
9	I use data and feedback to inform and improve my teaching.	4.72	Strongly Agree	Very High
10	I encourage students to explore and develop their own innovative ideas.	4.77	Strongly Agree	Very High
<b>Overall Mean</b>		<b>4.66</b>	<b>Strongly Agree</b>	<b>Very High</b>

*Legend: 1.00-1.80 SDA/VL; 1.81-2.60 DA/L; 2.61-3.40 N/A; 3.41-4.20 A/H; 4.20-5.00 SA/VH*

Table 9 shows that millennial teachers in Agusan del Sur demonstrate a very high level of innovation, with an overall mean of 4.66 (Strongly Agree). The highest-rated statement, "I use a variety of instructional strategies to enhance learning" (4.77), reflects their commitment to diverse, technology-driven, and student-centered teaching methods. The lowest-rated statement, "I encourage my students to think critically and solve problems innovatively" (4.52), suggests challenges due to curriculum constraints, time limitations, or varying student readiness.

Innovation is crucial for effective teaching and institutional success, as highlighted by Khan et al. (2021) and Petar (2024), who emphasized the role of continuous learning and professional development in enhancing creativity. In the Philippine context, DOST initiatives and global collaborations support the integration of technology and innovative practices (De La Cruz, 2022; Delos Santos, 2025). Schools are encouraged to provide training, flexible curricula, and resources to foster innovation and empower millennial teachers to create engaging, future-ready classrooms.

**Table 10. Level of Work Behavior in terms of Community Involvement**

No	Statements	Mean	Verbal Description	Verbal Interpretation
1	I participate in community events and activities.	4.52	Strongly Agree	Very High
2	I collaborate with community organizations to support student learning.	4.57	Strongly Agree	Very High
3	I involve parents and guardians in school activities and decision-making.	4.72	Strongly Agree	Very High
4	I promote community service and volunteerism among my students.	4.60	Strongly Agree	Very High
5	I build positive relationships with community stakeholders.	4.73	Strongly Agree	Very High
6	I incorporate community resources and expertise into my teaching.	4.63	Strongly Agree	Very High
7	I advocate for the needs and interests of the school community.	4.53	Strongly Agree	Very High
8	I participate in initiatives that address community issues and challenges.	4.57	Strongly Agree	Very High
9	I encourage students to engage with and contribute to their community.	4.78	Strongly Agree	Very High
10	I support school-community partnerships that enhance student learning.	4.82	Strongly Agree	Very High
<b>Overall Mean</b>		<b>4.65</b>	<b>Strongly Agree</b>	<b>Very High</b>

Legend: 1.00-1.80 SDA/VL; 1.81-2.60 DA/L; 2.61-3.40 N/A; 3.41-4.20 A/H; 4.20-5.00 SA/VH

Table 10 shows that community involvement among millennial teachers in Agusan del Sur is rated “Very High,” with an overall mean score of 4.65. The highest rating (4.82) is for “I actively participate in community activities and programs,” indicating strong commitment to social development and outreach. The lowest score (4.52), “I encourage others to be involved in community activities,” suggests challenges in motivating participation due to time constraints or personal priorities.

These findings highlight that millennial teachers value community engagement as part of their professional identity and impact beyond the classroom. Studies (Brown, 2022; Webb & Hogg, 2016) link community involvement to better student outcomes and teacher satisfaction. DepEd (2023) initiatives and Grabmaier et al. (2025) emphasize the role of inclusive community partnerships. Tech-savvy millennial teachers can further enhance engagement through digital platforms and innovative strategies.

**Table 11. Summary Table on the Level of Work Behavior**

No	Statements	Mean	Verbal Description	Verbal Interpretation
1	Ethics	4.75	Strongly Agree	Very High
2	Teamwork	4.79	Strongly Agree	Very High
3	Leadership	4.59	Strongly Agree	Very High
4	Professionalism	4.66	Strongly Agree	Very High
5	Innovation	4.66	Strongly Agree	Very High
6	Community Involvement	4.65	Strongly Agree	Very High
<b>Grand Mean</b>		<b>4.68</b>	<b>Strongly Agree</b>	<b>Very High</b>

Legend: 1.00-1.80 SDA/VL; 1.81-2.60 DA/L; 2.61-3.40 N/A; 3.41-4.20 A/H; 4.20-5.00 SA/VH

Table 11 summarizes the work behavior levels of millennial teachers in Agusan del Sur across six indicators, all rated “Very High.” Teamwork ranks highest (4.79), reflecting strong collaboration and peer support, consistent with cultural values of group harmony (Wolfgruber & Einwiller, 2024). Ethics follows (4.75), showing a strong commitment to fairness and accountability, shaped by ethical leadership (Guo et al., 2022).

Professionalism and Innovation both score 4.66, highlighting teachers’ dedication to quality education, adaptability, and technology-driven methods (Paschal, 2023; Ayeni et al., 2024). Community Involvement (4.65) underscores their commitment to social responsibility and outreach, which

positively impacts student outcomes (Brown, 2022). Leadership, while lowest (4.59), still shows active participation in mentoring and school initiatives, supported by transformational leadership practices (Eduzor, 2024).

### 3. Is there a significant difference between the demographic profile and the level of work behavior among millennials senior high school teachers?

**Table 12. Result of the Test of Difference Using Analysis of Variance (ANOVA) on the Level of Work Behavior When Grouped According to Position**

Variables		F-value	p-value	Interpretation
Position	Ethics	8.00	<.001	Reject Null Hypothesis
	Teamwork	3.41	0.024	Reject Null Hypothesis
	Leadership	4.27	0.009	Reject Null Hypothesis
	Professionalism	5.53	0.002	Reject Null Hypothesis
	Innovation	3.05	0.036	Reject Null Hypothesis
	Community involvement	3.75	0.016	Reject Null Hypothesis

\* Analysis of Variance (ANOVA) at the 0.05 level of significance (Two-tailed)

Table 12 shows significant differences in all six work behavior indicators—Ethics, Teamwork, Leadership, Professionalism, Innovation, and Community Involvement—when grouped by position. Ethics ( $F=8.00$ ,  $p<.001$ ), Teamwork ( $F=3.41$ ,  $p=0.024$ ), Leadership ( $F=4.27$ ,  $p=0.009$ ), Professionalism ( $F=5.53$ ,  $p=0.002$ ), Innovation ( $F=3.05$ ,  $p=0.036$ ), and Community Involvement ( $F=3.75$ ,  $p=0.016$ ) all reject the null hypothesis, indicating that position significantly influences these behaviors.

These findings suggest that hierarchical roles shape ethical standards, collaboration, leadership, professionalism, innovation, and community participation among teachers (Guo et al., 2022; Huang et al., 2022; Grabmaier et al., 2025).

**Table 13. Result of the Test of Difference Using Analysis of Variance (ANOVA) on the Level of Work Behavior When Grouped According to Educational Attainment**

Variables		F-value	p-value	Interpretation
Educational Attainment	Ethics	9.37	<.001	Reject Null Hypothesis
	Teamwork	3.91	0.026	Reject Null Hypothesis
	Leadership	4.52	0.015	Reject Null Hypothesis
	Professionalism	3.99	0.024	Reject Null Hypothesis
	Innovation	3.28	0.045	Reject Null Hypothesis
	Community involvement	5.08	0.009	Reject Null Hypothesis

\* Analysis of Variance (ANOVA) at the 0.05 level of significance (Two-tailed)

Table 13 reveals significant differences in all six work behavior indicators—Ethics, Teamwork, Leadership, Professionalism, Innovation, and Community Involvement—when grouped by educational attainment. Ethics ( $F=9.37$ ,  $p<.001$ ), Teamwork ( $F=3.91$ ,  $p=0.026$ ), Leadership ( $F=4.52$ ,  $p=0.015$ ), Professionalism ( $F=3.99$ ,  $p=0.024$ ), Innovation ( $F=3.28$ ,  $p=0.045$ ), and Community Involvement ( $F=5.08$ ,  $p=0.009$ ) all reject the null hypothesis.

These results suggest that higher educational attainment enhances ethical conduct, collaboration, leadership skills, professionalism, and innovation, as well as commitment to community engagement (Abdellatif, 2022; Petar, 2024; Brown, 2022).

**Table 14. Result of the Test of Difference Using Analysis of Variance (ANOVA) on the Level of Work Behavior When Grouped According to Years in Teaching**

Variables		F-value	p-value	Interpretation
Years in Teaching	Ethics	5.94	<.001	Reject Null Hypothesis
	Teamwork	1.72	0.159	Accept Null Hypothesis
	Leadership	3.89	0.008	Reject Null Hypothesis
	Professionalism	4.06	0.006	Reject Null Hypothesis
	Innovation	4.90	0.002	Reject Null Hypothesis

Community involvement	4.13	0.005	Reject Null Hypothesis
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\* *Analysis of Variance (ANOVA) at the 0.05 level of significance (Two-tailed)*

Table 14 shows that years in teaching significantly affect most work behavior indicators—Ethics ( $F=5.94$ ,  $p<.001$ ), Leadership ( $F=3.89$ ,  $p=0.008$ ), Professionalism ( $F=4.06$ ,  $p=0.006$ ), Innovation ( $F=4.90$ ,  $p=0.002$ ), and Community Involvement ( $F=4.13$ ,  $p=0.005$ )—with the null hypothesis rejected for these variables.

This suggests that experience enhances ethical conduct, leadership skills, professionalism, innovation, and community engagement. However, Teamwork ( $F=1.72$ ,  $p=0.159$ ) shows no significant difference, indicating that collaborative behaviors remain consistent across experience levels.

#### 4. What is the level of work commitment in terms of affective commitment, continuance commitment, and normative commitment?

**Table 15. Level of Work Commitment in terms of Affective Commitment**

No	Statements	Mean	Verbal Description	Verbal Interpretation
1	I feel a strong sense of belonging to this school.	4.70	Strongly Agree	Very High
2	I am proud to be a part of this school.	4.77	Strongly Agree	Very High
3	I feel emotionally attached to this school.	4.60	Strongly Agree	Very High
4	I enjoy discussing my school with people outside of it.	4.58	Strongly Agree	Very High
5	I feel like "part of the family" at this school.	4.60	Strongly Agree	Very High
6	I feel a strong sense of loyalty to this school.	4.65	Strongly Agree	Very High
7	I am happy to spend the rest of my career at this school.	4.42	Strongly Agree	Very High
8	I feel a sense of ownership over the success of this school.	4.47	Strongly Agree	Very High
9	I am enthusiastic about my work at this school.	4.67	Strongly Agree	Very High
10	I feel a deep connection to the mission and values of this school.	4.63	Strongly Agree	Very High
<b>Overall Mean</b>		<b>4.61</b>	<b>Strongly Agree</b>	<b>Very High</b>

*Legend: 1.00-1.80 SDA/VL; 1.81-2.60 DA/L; 2.61-3.40 N/A; 3.41-4.20 A/H; 4.20-5.00 SA/VH*

Table 15 shows that millennial teachers in Agusan del Sur display strong affective commitment, with the highest mean score (4.77) for "I am proud to be a part of this school," reflecting loyalty and a sense of belonging. The lowest score (4.42) for "I am happy to spend the rest of my career at this school" suggests some consider career growth or mobility.

The overall mean of 4.61 ("Very High") indicates strong emotional attachment, driven by positive culture, supportive leadership, and shared achievements. Affective commitment, as emphasized by Meyer et al. (2021), is key to teacher motivation and retention, highlighting the need for career pathways, mentorship, and professional development.

**Table 16. Level of Work Commitment in terms of Continuance Commitment**

No	Statements	Mean	Verbal Description	Verbal Interpretation
1	It would be very hard for me to leave this school right now, even if I wanted to.	4.37	Strongly Agree	Very High
2	Too much of my life would be disrupted if I decided to leave this school now.	3.98	Agree	High
3	I feel that I have too few options to consider leaving this school.	4.00	Agree	High
4	If I had not already put so much of myself into this school, I might consider working elsewhere.	3.90	Agree	High
5	One of the few serious consequences of leaving this school would be the scarcity of available alternatives.	4.05	Agree	High
6	I am afraid of what might happen if I quit my job without having another one lined up.	4.22	Strongly Agree	Very High

7	It would be costly for me to leave this school now.	4.07	Agree	High
8	I stay at this school because I feel I have no other choice.	3.78	Agree	High
9	Leaving this school would require considerable personal sacrifice.	4.07	Agree	High
10	I remain with this school because of the benefits and security it provides.	4.23	Strongly Agree	Very High
<b>Overall Mean</b>		<b>4.07</b>	<b>Agree</b>	<b>High</b>

Legend: 1.00-1.80 SDA/VL; 1.81-2.60 DA/L; 2.61-3.40 N/A; 3.41-4.20 A/H; 4.20-5.00 SA/VH

Table 16 shows that millennial teachers in Agusan del Sur exhibit a high level of continuance commitment, with the highest mean score (4.37) for “It would be very hard for me to leave this school right now,” indicating strong ties due to financial security, tenure, and workplace relationships. The lowest score (3.78) for “I stay because I have no other choice” suggests they recognize other opportunities but value stability and benefits. The overall mean of 4.07 (“High”) reflects practical considerations, such as career security and accumulated investments, influencing their decision to stay. As noted by Meyer et al. (2021), institutions should offer incentives, career growth, and structured benefits to sustain this commitment.

**Table 17. Level of Work Commitment in terms of Normative Commitment**

No	Statements	Mean	Verbal Description	Verbal Interpretation
1	I feel an obligation to remain with this school.	3.93	Agree	High
2	I believe that loyalty is important and therefore feel a sense of moral obligation to remain.	4.22	Strongly Agree	Very High
3	I feel that I owe it to my students to stay at this school.	4.07	Agree	High
4	I would feel guilty if I left this school now.	3.93	Agree	High
5	I feel that this school deserves my loyalty.	4.28	Strongly Agree	Very High
6	I feel a sense of duty to continue working at this school.	4.48	Strongly Agree	Very High
7	I believe that a person must always be loyal to his or her organization.	4.53	Strongly Agree	Very High
8	I feel that it is morally correct to stay at this school.	4.38	Strongly Agree	Very High
9	I feel a responsibility to continue working at this school.	4.35	Strongly Agree	Very High
10	I stay at this school because I believe it is the right thing to do.	4.35	Strongly Agree	Very High
<b>Overall Mean</b>		<b>4.25</b>	<b>Strongly Agree</b>	<b>Very High</b>

Legend: 1.00-1.80 SDA/VL; 1.81-2.60 DA/L; 2.61-3.40 N/A; 3.41-4.20 A/H; 4.20-5.00 SA/VH

Table 17 shows the level of normative commitment among millennial teachers in Agusan del Sur, with a high overall mean of 4.25 (“Strongly Agree”). The highest mean score (4.53) is for the statement, “I believe that a person must always be loyal to his or her organization,” highlighting the strong influence of workplace culture, leadership, and shared values on loyalty. The lowest mean scores (3.93) for statements about obligation and guilt indicate that while teachers feel responsible to stay, they also consider career mobility and personal growth.

Normative commitment reflects a moral duty to remain in an organization, driven by gratitude and ethical values (Meyer et al., 2021). For millennial teachers, institutions can sustain loyalty by fostering ethical leadership, mentorship, and career development opportunities that align with both professional aspirations and institutional values.

**Table 18. Summary Table on the Level of Work Commitment**

No	Statements	Mean	Verbal Description	Verbal Interpretation
1	Affective Commitment	4.61	Strongly Agree	Very High
2	Continuance Commitment	4.07	Agree	High
3	Normative Commitment	4.25	Strongly Agree	Very High
<b>Grand Mean</b>		<b>4.31</b>	<b>Strongly Agree</b>	<b>Very High</b>

Legend: 1.00-1.80 SDA/VL; 1.81-2.60 DA/L; 2.61-3.40 N/A; 3.41-4.20 A/H; 4.20-5.00 SA/VH

Table 18 summarizes the three dimensions of work commitment among millennial teachers: Affective Commitment (4.61, “Very High”), Normative Commitment (4.25, “Very High”), and Continuance Commitment (4.07, “High”). Affective commitment ranks highest, showing teachers’ strong emotional attachment and pride in their school, often expressed through active involvement and leadership. Normative commitment reflects a strong sense of obligation, influenced by leadership, professional relationships, and career development opportunities. Continuance commitment, while lower, indicates that job security and benefits still play a role in retention, though millennial teachers value growth and career mobility.

The grand mean of 4.31 (“Strongly Agree”) confirms that millennial teachers’ work commitment stems from emotional connection, ethical responsibility, and practical considerations. Schools should enhance retention by fostering positive workplace culture, mentorship, and flexible career development programs

#### 5. Is there a significant difference in the level of work commitment among millennial SHS teachers when grouped according to profile?

**Table 19. Result of the Test of Difference Using Analysis of Variance (ANOVA) on the level of work commitment when grouped according to position**

Variables		<i>F-value</i>	<i>p-value</i>	Interpretation
Position	Affective commitment	2.33	0.094	Accept Null Hypothesis
	Continuance commitment	9.79	<.001	Reject Null Hypothesis
	Normative commitment	5.43	0.002	Reject Null Hypothesis

*\* Analysis of Variance (ANOVA) at the 0.05 level of significance (Two-tailed)*

Table 19 shows the test of difference in work commitment when grouped by position across three indicators: affective, continuance, and normative commitment. Affective commitment ( $F=2.33$ ,  $p=0.094$ ) shows no significant difference, meaning emotional attachment to the school does not vary by position. However, continuance commitment ( $F=9.79$ ,  $p<0.001$ ) and normative commitment ( $F=5.43$ ,  $p=0.002$ ) show significant differences, indicating that perceived costs of leaving and sense of obligation vary based on position.

Overall, a teacher’s rank influences continuance and normative commitment but not affective commitment.

**Table 20. Result of the Test of Difference Using Analysis of Variance (ANOVA) on the Level of Work Commitment When Grouped According to Educational Attainment**

Variables		<i>F-value</i>	<i>p-value</i>	Interpretation
Educational Attainment	Affective commitment	2.85	0.066	Accept Null Hypothesis
	Continuance commitment	11.39	<.001	Reject Null Hypothesis
	Normative commitment	6.80	0.002	Reject Null Hypothesis

*\* Analysis of Variance (ANOVA) at the 0.05 level of significance (Two-tailed)*

Table 20 shows the test of difference in work commitment when grouped by educational attainment. Affective commitment ( $F=2.85$ ,  $p=0.066$ ) shows no significant difference, meaning emotional attachment is not influenced by academic background. However, continuance commitment ( $F=11.39$ ,  $p<0.001$ ) and normative commitment ( $F=6.80$ ,  $p=0.002$ ) show significant differences, indicating that educational attainment affects teachers’ perceived costs of leaving and their sense of obligation to stay.

Overall, academic background impacts continuance and normative commitment but not affective commitment.

**Table 21. Result of the Test of Difference Using Analysis of Variance (ANOVA) on the Level of Work Commitment When Grouped According to Years in Teaching**

Variables		<i>F-value</i>	<i>p-value</i>	Interpretation
Years in Teaching	Affective commitment	2.45	0.057	Accept Null Hypothesis
	Continuance commitment	12.67	<.001	Reject Null Hypothesis
	Normative commitment	6.89	<.001	Reject Null Hypothesis

*\* Analysis of Variance (ANOVA) at the 0.05 level of significance (Two-tailed)*

Table 21 shows the test of difference in work commitment when grouped by years in teaching. Affective commitment ( $F=2.45$ ,  $p=0.057$ ) shows no significant difference, indicating emotional attachment is not affected by tenure. However, continuance commitment ( $F=12.67$ ,  $p<0.001$ ) and normative commitment ( $F=6.89$ ,  $p<0.001$ ) show significant differences, meaning longer teaching experience influences perceived costs of leaving and sense of obligation. Overall, tenure impacts continuance and normative commitment but not affective commitment.

## 6. Is there a significant relationship between the level of work behavior and commitment of the Millennial Teachers in Agusan del Sur?

**Table 22. Correlation Analysis Between Ethics and Level of Work Commitment**

Work Commitment		Affective Commitment	Continuance Commitment	Normative Commitment
Ethics	Correlation Coefficient	0.904	0.888	0.911
	p-value	0.000	0.000	0.000
	Decision H <sub>0</sub>	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant

*\*Correlational at the level of 0.05 (Two-tailed)*

Table 22 shows that ethics has a strong positive correlation with affective ( $r=0.904$ ,  $p=0.000$ ), continuance ( $r=0.888$ ,  $p=0.000$ ), and normative commitment ( $r=0.911$ ,  $p=0.000$ ), all significant at  $p<0.05$ . This indicates that ethical behavior greatly influences teachers' emotional attachment, job retention, and sense of obligation. Ethical workplaces foster trust, stability, and professional responsibility, which enhance millennial teachers' engagement, loyalty, and overall commitment.

**Table 23. Correlation Analysis between Teamwork and Level of Work Commitment**

Work Commitment		Affective Commitment	Continuance Commitment	Normative Commitment
Teamwork	Correlation Coefficient	0.888	0.637	0.786
	p-value	0.000	0.000	0.000
	Decision H <sub>0</sub>	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant

*\*Correlational at the level of 0.05 (Two-tailed)*

Table 23 shows that teamwork strongly correlates with affective ( $r=0.888$ ,  $p=0.000$ ), continuance ( $r=0.637$ ,  $p=0.000$ ), and normative commitment ( $r=0.786$ ,  $p=0.000$ ), all significant at  $p<0.05$ . This means teachers who collaborate effectively are more emotionally attached, feel secure in their roles, and have a stronger moral obligation to stay. For millennial teachers, teamwork enhances inclusivity, peer support, and leadership growth. Schools should promote collaborative programs, mentorship, and teamwork-driven leadership to strengthen overall work commitment.

**Table 24. Correlation Analysis Between Leadership and Level of Work Commitment**

Work Commitment		Affective Commitment	Continuance Commitment	Normative Commitment
Leadership	Correlation Coefficient	0.953	0.856	0.949
	p-value	0.000	0.000	0.000
	Decision H <sub>0</sub>	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant

*\*Correlational at the level of 0.05 (Two-tailed)*

Table 24 shows that leadership strongly correlates with affective ( $r=0.953$ ,  $p=0.000$ ), continuance ( $r=0.856$ ,  $p=0.000$ ), and normative commitment ( $r=0.949$ ,  $p=0.000$ ), all significant at  $p<0.05$ . This indicates that effective leadership greatly enhances teachers' emotional attachment, job retention, and moral obligation to their school. For millennial teachers, leadership fosters pride, stability, and institutional loyalty. Schools should strengthen leadership development, mentorship programs, and values-based initiatives to sustain high levels of work commitment.

**Table 25. Correlation Analysis Between Professionalism and Level of Work Commitment**

Work Commitment		Affective Commitment	Continuance Commitment	Normative Commitment
Professionalism	Correlation Coefficient	0.902	0.760	0.882
	p-value	0.000	0.000	0.000
	Decision H <sub>0</sub>	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant

*\*Correlational at the level of 0.05 (Two-tailed)*

Table 25 shows that professionalism strongly correlates with affective ( $r=0.902$ ,  $p=0.000$ ), continuance ( $r=0.760$ ,  $p=0.000$ ), and normative commitment ( $r=0.882$ ,  $p=0.000$ ), all significant at  $p<0.05$ . This means professionalism enhances teachers' emotional attachment, job retention, and moral obligation. For millennial teachers, professionalism fosters engagement, career growth, and institutional loyalty. Schools should promote professional development, recognition, and mentorship programs to strengthen overall work commitment.

**Table 26. Correlation Analysis Between Innovation and Level of Work Commitment**

Work Commitment		Affective Commitment	Continuance Commitment	Normative Commitment
Innovation	Correlation Coefficient	0.945	0.877	0.940
	p-value	0.000	0.000	0.000
	Decision H <sub>0</sub>	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant

*\*Correlational at the level of 0.05 (Two-tailed)*

Table 26 shows that innovation strongly correlates with affective ( $r=0.945$ ,  $p=0.000$ ), continuance ( $r=0.877$ ,  $p=0.000$ ), and normative commitment ( $r=0.940$ ,  $p=0.000$ ), all significant at  $p<0.05$ . This means innovation enhances teachers' emotional attachment, job retention, and moral obligation. For millennial educators, creative teaching methods, technology integration, and professional growth foster loyalty and engagement. Schools should invest in training, research-driven innovation, and mentorship programs to strengthen overall work commitment.

**Table 27. Correlation Analysis Between Community Involvement and Level of Work Commitment**

Work Commitment		Affective Commitment	Continuance Commitment	Normative Commitment
Community Involvement	Correlation Coefficient	0.954	0.909	0.909
	p-value	0.000	0.000	0.000
	Decision H <sub>0</sub>	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant

*\*Correlational at the level of 0.05 (Two-tailed)*

Table 27 shows that community involvement strongly correlates with affective ( $r=0.954$ ,  $p=0.000$ ), continuance ( $r=0.909$ ,  $p=0.000$ ), and normative commitment ( $r=0.909$ ,  $p=0.000$ ), all significant at  $p<0.05$ . Active participation in community initiatives strengthens teachers' emotional connection, job retention, and moral obligation to their institution. For millennial educators, outreach programs, partnerships, and advocacy efforts enhance workplace satisfaction and loyalty. Schools should promote civic engagement, mentorship, and community partnerships to sustain high levels of work commitment.

## 7. On the basis of the findings of the study, what intervention program can be designed?

The intervention below titled "Sustaining Excellence: Millennial Teacher Empowerment for Future-Ready Education," an annual program for DepEd Agusan del Sur. Driven by the observed high work behavior and commitment of millennial teachers, the program aims to reinforce strengths, address subtle improvement areas, and foster continuous professional growth. Through targeted professional development, leadership opportunities, and ethical reinforcement, it seeks to ensure these educators' sustained dedication and vital contribution to quality education.

<b>Title</b>	:	<b>Sustaining Excellence: Millennial Teacher Empowerment for Future-Ready Education</b>
<b>Inclusive Dates</b>	:	Annually
<b>Rationale</b>	:	The study found millennial teachers in Agusan del Sur demonstrate exceptionally high work behavior and commitment, a significant asset for DepEd. To sustain and enhance these practices,
		a program emphasizing sustainability and advanced empowerment is crucial. This initiative will solidify strengths, address marginal improvements (e.g., leadership, teamwork), and foster continuous professional growth. By leveraging millennial educators' unique traits, this program, aligned with DepEd frameworks, will ensure their sustained dedication and impactful contribution to quality basic education.
<b>Objectives</b>	:	At the end of the session, the participants are able to: <ol style="list-style-type: none"> <li>1. Reinforce existing high levels of collaboration and strengthen ethical awareness, including proactive reporting.</li> <li>2. Promote ongoing professional development and refine professionalism to adapt to new challenges and best practices.</li> <li>3. Facilitate the adoption of innovative methodologies and the promotion of critical thinking in the classroom.</li> <li>4. Strengthen school-community partnerships and increase millennial educators' involvement in civic activities.</li> <li>5. Develop leadership potential and ensure the long-term affective, continuance, and normative commitment of millennial teachers.</li> </ol>
<b>Description of the Intervention</b>	:	The "Sustaining Excellence: Millennial Teacher Empowerment for Future-Ready Education" program aims to elevate the already exemplary work behavior and commitment of millennial teachers in Agusan del Sur. This initiative strategically shifts from remediation to proactive sustainment, offering targeted professional development and leadership opportunities. By leveraging strengths like teamwork and innovation, the program subtly refines areas for improvement. Ultimately, it solidifies professional identity, promotes long-term dedication, and ensures these educators remain pivotal in shaping a dynamic educational future.

#### Action Plan for Sustainability Intervention Program

Topics	Activities	Objectives	Time Frame	Responsible Persons	Place	Mode of Verifiable Indicators	Budgetary Requirements (PHP)	Expected Outcomes
<b>Teamwork</b>	<b>Collaborative Project Incubation Sessions:</b> Regular workshops for inter-departmental lesson planning & project	To foster advanced collaborative strategies and inter-disciplinary integration.	All Year Round	School Head, Dept. Heads, Lead Teachers	School Conference Room	Project proposals, inter-departmental lesson plans, peer feedback	School MOOE/Local Funds  5,000 (Materials, refreshment)	Enhanced inter-departmental synergy; documented collaborative projects.

	development.					forms.	s per session)	
	<b>Peer Mentorship &amp; Coaching Circles:</b> Establish formal groups for peer support in teaching strategies and classroom management.	To strengthen peer support networks and shared learning experiences.	All Year Round	Department Heads, Guidance Counselor, Senior Teachers	School Conference Room	Mentorship logs, peer observation reports, teacher feedback surveys.	School MOOE/Local Funds 2,000 (Documentation materials)	Stronger peer professional relationships; increased sharing of best practices.
<b>Ethics</b>	<b>Ethical Dilemma Case Studies Workshop:</b> Interactive sessions on navigating complex ethical situations in education, including reporting mechanisms.	To deepen understanding of ethical principles and build confidence in addressing ethical challenges.	All Year Round	School Head, Resource Speakers (Legal/Ethics Expert)	School Conference Room	Workshop attendance, participation in case discussions, post-workshop feedback.	School MOOE/Local Funds 7,500 (Speaker fee, materials)	Increased ethical awareness; improved comfort and clarity in ethical reporting.
	<b>State of the Principal's Address (SOPA</b>	To reinforce a culture of transparency and accountability within the school, specifically championed and articulated through the principal's leadership.	Annually	School Head (Principal), PTA President, Local Government Unit Representative, School Personnel, Community Stakeholders	School Mini Social Stage	Forum attendance, survey on perceived institutional transparency, follow-up actions based on feedback from SOPA.	School MOOE/Local Funds ₱3,000 (Venue setup, refreshments, materials for SOPA presentation)	Enhanced trust in school administration; stronger adherence to ethical guidelines, directly stemming from the Principal's commitment and communication.
<b>Professionalism</b>	<b>Advanced Pedagogical &amp; Digital Literacy Training:</b> Hands-on workshops on new teaching methods and integration of educational technologies.	To update teachers' pedagogical skills and digital competencies for 21st-century learning.	All Year Round	LDM Coordinator, IT Coordinator, DepEd Resource Persons	School Conference Room	Training attendance, post-training assessment, lesson plan integration.	School MOOE/Local Funds 10,000 (Speaker fees, software licenses, materials)	Refined professional conduct; effective technology integration in teaching.
	<b>Work-Life Balance &amp; Wellness Seminars:</b> Sessions focusing on stress management, time	To support teachers in maintaining optimal work-life balance and overall well-	All Year Round	HR Coordinator, Wellness Advocate, Health Professionals	School Conference Room	Seminar attendance, participant feedback, self-reported well-being	School MOOE/Local Funds 4,000 (Speaker fee,	Improved teacher well-being; reduced stress-related absences.

	efficiency, and personal well-being.	being.				scores.	materials)	
<b>Innovation</b>	<b>Innovative Teaching Best Practices Showcase:</b> Regular platform for teachers to	To inspire and encourage the adoption of creative	All Year Round	LDM Coordinator, Innovation Committee, Lead Teachers	School Conference Room	Number of shared innovations, peer adoption rates,	School MOOE/Local Funds	Increased adoption of innovative teaching strategies; more
	share successful innovative strategies and projects.	and effective instructional methods.				student engagement metrics.	3,000 (Display materials, certificates)	engaging lessons.
	<b>Critical Thinking &amp; Problem-Solving Design Lab:</b> Hands-on sessions to design lessons explicitly promoting student critical thinking.	To equip teachers with tools to effectively cultivate critical thinking and problem-solving skills in students.	All Year Round	Curriculum Coordinator, Subject Area Experts	School Conference Room	Designed lesson plans, student project rubrics, student performance on problem-solving tasks.	School MOOE/Local Funds  5,000 (Materials, resources)	Enhanced student critical thinking skills; more dynamic problem-based learning.
<b>Community Involvement</b>	<b>Structured School-Community Partnerships Forum:</b> Annual forum to identify new community needs and forge stronger partnerships.	To strengthen collaboration with local stakeholders for mutually beneficial projects.	All Year Round	Community Linkages Officer, School Head, LGU Representatives, PTA	School Conference Room	Partnership agreements, list of proposed projects, attendance records.	School MOOE/Local Funds 8,000 (Venue, refreshments, invitations)	Increased community engagement in school activities; new community-based projects.
	<b>"Teachers as Community Advocates" Workshop:</b> Training on leading and participating in local outreach and advocacy programs.	To empower teachers to take more proactive roles in community development.	All Year Round	Community Linkages Officer, Local NGOs, Civil Society Leaders	School Conference Room	Workshop attendance, teacher-led community projects initiated.	School MOOE/Local Funds 4,000 (Speaker fee, materials)	Increased teacher-initiated community projects; enhanced social responsibility.
<b>Leadership</b>	<b>Aspiring Leaders Development Program:</b> Formal training modules for teachers interested in leadership roles, covering management,	To cultivate a strong pipeline of future leaders within the teaching workforce.	All Year Round	School Head, HR Coordinator, External Leadership Consultants	School Conference Room	Participation rates, completion certificates, leadership assessment results.	1 School MOOE/Local Funds  5,000 (Consultant fees, materials,	Increased number of teachers prepared for leadership; improved leadership efficacy.

	vision-setting, and decision-making.						assessment tools)	
	<b>Shared Leadership Opportunities &amp; Mentorship:</b> Identify school projects where millennial teachers can take leading roles with mentorship from senior leaders.	To provide practical leadership experience and foster a culture of shared responsibility.	All Year Round	School Head, Department Heads, Master Teachers	School Conference Room	Project completion reports, mentee feedback, observation checklists.	School MOOE/Local Funds  3,000 (Documentation, small incentives)	Enhanced leadership skills; increased initiative in school projects.
<b>Total Estimated Annual Budget</b>							<b>PHP 64,500</b>	

Prepared by:


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Reviewed by:


**CHERYL P. CENA, MT1***School Head***Monitoring and Evaluation Tool**

This is a Monitoring and Evaluation Tool, presented as a checklist, designed to assess key aspects of teacher work behavior. It allows for a straightforward "Yes/No" response to statements across indicators like Teamwork, Ethics, Leadership, Professionalism, Innovation, and Community Involvement, with an additional column for qualitative remarks.

**Instructions:** Please check (✓) for Yes or No responses. Provide remarks for additional insights.

Indicators	Statements	Yes (✓)	No (X)	Remarks
<b>Teamwork</b>				
1.	Teachers actively collaborate in lesson planning.			
2.	Teachers support peers in professional development.			
3.	Team-building activities are conducted regularly.			
4.	Teachers share best practices and resources openly.			
5.	There is evident cooperation in school-wide projects.			
<b>Ethics</b>				
1.	Teachers adhere to ethical standards in daily interactions.			
2.	Confidentiality policies are strictly followed.			
3.	Teachers report unethical behavior responsibly.			
4.	Ethical guidelines are reinforced in training sessions.			

5. Integrity is prioritized in assessments and grading.			
<b>Leadership</b>			
1. Teachers take initiative in school projects and activities.			
2. Teachers mentor colleagues and guide junior educators.			
3. Classroom leadership strategies are implemented.			
4. Decision-making among teachers is encouraged.			
5. School leaders promote inclusive participation.			
<b>Professionalism</b>			
1. Teachers maintain punctuality and reliability.			
2. Educators engage in professional development programs.			
3. Teachers adhere to institutional policies and procedures.			
4. Workplace ethics are integrated into practice.			
5. Educators exhibit positive attitudes in work culture.			
<b>Innovation</b>			
1. Modern technology is utilized in classroom instruction.			
2. Teachers employ creative teaching methodologies.			
3. Innovative lesson plans are implemented effectively.			
4. Teachers adapt well to evolving curriculum strategies.			
5. Experimental teaching approaches show positive results.			
<b>Community Involvement</b>			
1. Teachers engage with parents in educational activities.			
2. School-community partnerships are actively maintained.			
3. Teachers participate in outreach and civic engagement.			
4. Community service initiatives are conducted annually.			
5. School leaders encourage external collaboration.			

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

Building upon the findings of the study, the following conclusions have been drawn:

The observed demographic profile implies a potential for a significant portion of the millennial teaching workforce to experience stagnation if insufficient opportunities for advanced education and career progression beyond entry-level positions are present. A continued focus on baccalaureate-level education among many millennial teachers suggests a limited engagement with advanced academic pursuits, which could have broader effects on the overall educational landscape.

The consistently high levels of work behavior demonstrated by millennial teachers reflect a strong alignment with professional standards and a strong capacity for collaboration, ethical conduct, and innovation within existing institutional frameworks. The relatively lower, though still very high, rating for leadership suggests that while leadership behaviors are active, formal opportunities for initiating and leading major school projects might be less pervasive, or teachers may gravitate towards more supportive leadership roles.

The varying work behaviors across different positions, educational attainments, and years in teaching indicate that a teacher's professional trajectory is intertwined with how they enact their professional roles. This suggests that progression in career, academic background, and accumulation of experience are associated with differential expressions of ethical conduct, leadership, professionalism, innovative approaches, and community

engagement. The consistency in teamwork across tenure, however, implies a stable and ingrained collaborative culture regardless of a teacher's years of experience.

The strong emotional connection and sense of obligation (affective and normative commitment) among millennial teachers indicates that their dedication is significantly driven by a deep personal alignment with their institution and a strong sense of duty. While practical considerations such as job security contribute to their decision to stay, this factor exerts a comparatively lesser influence on their overall commitment compared to their emotional ties and sense of moral obligation.

The consistent affective commitment, regardless of demographic factors, suggests that the overall school environment and culture effectively foster emotional attachment across all millennial teachers, implying a universally positive emotional connection to the workplace. However, the variation in continuance and normative commitment based on position, educational attainment, and tenure implies that the pragmatic reasons for staying and the sense of moral obligation are influenced by an individual's professional standing, academic qualifications, and accumulated experience.

The strong positive relationship between work behavior and commitment indicates that the professional actions and attitudes of millennial teachers are deeply intertwined with their level of dedication to their institutions. This suggests that the cultivation of strong work ethics, effective teamwork, proactive leadership, high professionalism, innovative teaching practices, and active community involvement are intrinsically linked to fostering emotional attachment, practical considerations for retention, and a strong sense of moral obligation among these educators.

The findings led to the conceptualization of an intervention program, "Sustaining Excellence: Millennial Teacher Empowerment for Future-Ready Education," designed to continually reinforce the high levels of work behavior and commitment observed and to address specific areas for refinement. This program encompasses various initiatives aimed at enhancing professional engagement, leadership development, and institutional collaboration, reflecting the identified need for strategic support to maintain and elevate the millennial teaching workforce's dedication.

### ***Recommendations***

Here are recommendations based on the conclusions and findings of the study:

**Educational Administrators.** Implement strategies that foster a supportive work environment, enhance job satisfaction, and improve teacher retention among millennial educators. Strengthen professional development programs, work-life balance initiatives, and institutional strategies that cultivate a committed and motivated teaching workforce.

**School Leaders.** Establish leadership practices that align with the expectations and motivations of millennial teachers. Foster a positive school culture by providing targeted support, mentorship opportunities, and a collaborative work environment that enhances teacher performance and student outcomes.

**Teacher Training Programs.** Revise curricula and professional development initiatives to better prepare future educators for the evolving demands of the profession. Focus on equipping millennial teachers with essential skills, attitudes, and adaptive strategies that strengthen their work commitment and effectiveness.

**Millennial Teachers.** Advocate for professional needs by actively participating in career development opportunities and institutional programs designed to enhance workplace commitment. Seek out training and mentorship that aligns with personal and professional aspirations, ensuring sustained motivation and job satisfaction.

**Future Researchers.** Expand studies on teacher commitment and behavior by exploring the impact of generational differences, technology integration, and innovative interventions aimed at improving teacher motivation. Conduct comparative research across different regions and educational settings to refine existing frameworks and contribute to policy improvements.

### ***Acknowledgements***

First and foremost, the researcher would like to express her deepest gratitude to God Almighty for His divine guidance, strength, wisdom, and protection throughout the entire process of completing this thesis. His endless blessings have been my constant source of inspiration and perseverance.

Rodelio B. Pasion, PhD, research adviser for his unwavering support, insightful guidance, and constructive feedback. His expertise and encouragement have been instrumental in shaping this research work to its completion.

Dr. Levita B. Grana, chairman of the panel, for their valuable insights, suggestions, and constructive criticisms that greatly contributed to the improvement of this thesis.

To the panel of examiners, Dr. Liz Irish N. Villamor & Dr. Israel B. Reveche thank you for sharing your ideas and expertise.

To the faculty and staff of Saint Joseph Institute of Technology (SJIT), especially the Dean of the Graduate School and the CEO/President Leticia C. Salas PhD., for their support and assistance throughout my academic journey. Their dedication and commitment to education have greatly inspired me.

To the classmates and friends, who have been a constant source of motivation, camaraderie, and shared knowledge, I thank you for the wonderful memories and collaborative spirit. Your encouragement has been a pillar of strength during challenging times.

To the respondents of my study, the selected schools in Agusan Del Sur, especially Talacogon National High School, San Luis National High School, and Esperanza National High School teachers, for their time, honesty, and cooperation in providing the necessary data for this research.

To my family my Husband Reynaldo D. De Jesus, my son Kuya Rj and my daughters ate Angel Mae, ate Princess Ariane (Deceased) and Azziah Mae (Deceased), my parent Papa Ernesto A. Calo, Mama Violeta A. Calo, my siblings Manoy Junrey, Sister Jiney, Sister Marjory, Sister Violy, Brother Jay-ar and Argie whose love, patience, and understanding have been the foundation of my strength, words cannot express how grateful I am.

To my sponsor of this program, my close friend and love the most, Sir Daniel Mata, thank you for believing in me and supporting me every step of the way.

Finally, I dedicate this work to all educators and future researchers who continuously seek knowledge and contribute to the betterment of education. May this study serve as a stepping stone toward more significant discoveries in the field of education.

Thank you all, and may we continue to strive for excellence in all our endeavors.

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