International Journal of Research Publication and Reviews

Link Between Organizational Commitment and Work Ethics Among Public Elementary Teachers

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A B S T R A C T

The purpose of the study was to determine relationship of organizational commitment and work ethics among public elementary teachers. Correlational method of research was conducted using validated adapted and modified questionnaire on the two variables. The extent of organizational commitment was measured in terms of normative commitment, emotional commitment, and continuance commitment; while the extent of work ethics of teachers was measured in terms of work as central life interest, moral approach to work, and intrinsic work motivation. Descriptive statistics revealed that the public school teachers' organizational commitment was manifested oftentimes with overall mean of 3.255. On the other hand, the work ethics of teachers was manifested always with overall mean of 3.518. The null hypothesis was tested at 0.05 level of significance to test the correlation of variables. Results show that there is no significant correlation between teachers' organizational commitment and work ethics, having a p-value of 0.355. In conclusion, teachers demonstrated strong normative and emotional attachment to their institutions, and likewise upheld intrinsic motivation, moral responsibility, and professional integrity in their work. However, these domains appeared to operate independently, suggesting that organizational commitment may not directly influence the work ethics of teachers. It is recommended that the Department of Education may design and implement professional development initiatives that emphasize values-based leadership, ethical practice, and intrinsic motivation. Also, school leaders are encouraged to cultivate institutional practices that reinforce emotional and normative commitment among teachers, which may include recognition programs, mentorship structures, and shared decision-making to enhance feelings of belonging, moral obligation, and loyalty among teachers.

Keywords: *educational administration, organizational commitment, work ethics,, public school teachers, correlational research, Philippines*

1. Introduction

1.1 The Problem and Its Background

Teachers' work ethics significantly influence students' learning by fostering a positive educational environment, modeling appropriate behavior, and enhancing academic achievement. Teachers who demonstrate professionalism, commitment, and ethical behavior create a classroom atmosphere conducive to learning, which positively impacts students' motivation and performance (Bashir, et al., 2023). However, unethical work behaviors exhibited by teachers, such as favoritism, discrimination, and verbal abuse, can significantly impair students' psychological well-being and academic performance. These actions lead to increased stress, anxiety, and a diminished sense of self-worth among students, which hinders their educational engagement and success. Moreover, such misconduct can erode the trust and respect essential for a productive teacher-student relationship, which fosters a negative classroom environment that impedes learning (Wang, et al., 2021).

In Tanzania, unethical work behaviors among teacher significantly undermine the integrity and effectiveness of educational systems, and lead to adverse outcomes for students, teachers, and society at large. Teachers' unethical work behaviors include absenteeism, favoritism, and the exploitation of students for personal gain. Such misconduct not only tarnishes the teaching profession but also impairs the quality of education delivered to students. More so, teachers' involvement in unethical work activities adversely affects their social standing and the overall perception of the profession (Gibson, et al., 2019).

In Batangas, Philippines, low levels of work ethics among teachers adversely affects the quality of education. Teachers with poor work ethics exhibit behaviors such as absenteeism, lack of preparation, and disengagement, which negatively affect student learning and lead to decreased student performance and motivation (Tarraya, 2023). Also, low work ethics contribute to a negative work environment, and higher rates of teacher burnout and attrition. The excessive workload and lack of support can cause stress and dissatisfaction among teachers, prompting them to leave the profession (Bongco & Ancho, 2019).

In Davao de Oro, a decline in work ethics adversely affect teachers' mental health and their relationships with colleagues and the school head. Specifically, a tragic incident occurred where a teacher reportedly died from stress after being reprimanded by her principal in Pantukan North District, Davao de Oro.

Such events underscore the critical need for supportive professional environments and highlight how poor work ethics and lack of professionalism lead to severe consequences, including stress and mental health issues among teachers (Espinosa, 2024).

In this context, the researcher is interested in determining whether teacher organizational commitment has a significant impact on their work ethics in the local setting, as this can raise awareness among the intended beneficiaries of this study and potentially develop an intervention scheme to improve the teaching-learning process, thus justifying the need for this study. Furthermore, in the local setting, the researcher has not come across a study showing the influence of teacher organizational commitment on work ethics. Therefore, this study addresses a gap in the literature by focusing on the local setting. The findings of this study will lead to the development of better models for various areas of teacher organizational commitment and work ethics, that will result in increased student involvement and academic achievement and, accordingly, betterment in the school. Furthermore, the result of the study could be a point of reference for schools to enhance teacher organizational commitment and work ethics, thereby making this study socially relevant.

1.2 Review of Related Literature and Studies

This section presents discussions on the concepts, ideas, principles, and viewpoints from several authors who have provided valuable contributions on teacher organizational commitment and work ethics. Discussions were taken from various books, journals, electronic information resources, and unpublished materials that are related to the study.

Teacher Organizational Commitment. Teachers' organizational commitment is a cornerstone of educational quality, as it directly influences their dedication, motivation, and instructional effectiveness. When teachers are committed to their institutions, they are more likely to invest time and energy into lesson planning, student engagement, and continuous improvement. This commitment fosters a stable and productive learning environment, which is essential for student success. Committed teachers demonstrate higher levels of enthusiasm and perseverance, which positively affect student academic outcomes. Their passion for teaching becomes a driving force that motivates students to participate actively and strive for excellence (QiaLian, et al., 2024).

In addition, organizational commitment enhances the quality of instruction by encouraging teachers to adopt innovative and student-centered teaching strategies. Teachers who feel connected to their schools are more likely to go beyond basic requirements, offering personalized support and fostering inclusive classroom environments. This proactive approach leads to improved student engagement and academic performance. It was found that organizational commitment mediates the relationship between teacher efficacy and work engagement, which in turn boosts student learning outcomes. Thus, fostering teacher commitment is a strategic investment in both instructional quality and student achievement (Ertas & Ozdemir, 2024).

More so, teachers with strong organizational commitment often report higher levels of job satisfaction and a stronger sense of professional identity. They view their roles not just as jobs but as meaningful careers aligned with their values and goals. This sense of purpose encourages them to remain in the profession and continuously seek ways to grow. Leadership support, autonomy, and a positive work environment significantly influence teachers' commitment and satisfaction. These factors contribute to long-term career success and reduce the likelihood of burnout or attrition (Alzoraiki, et al., 2023).

Organizational commitment also fosters a culture of collaboration among teachers. Committed teachers are more likely to engage in team teaching, share best practices, and support school-wide initiatives. This collaborative spirit enhances the overall effectiveness of the school and contributes to a more cohesive educational community. It is emphasized that a positive school climate and supportive leadership are key mediators in strengthening organizational commitment. When teachers feel valued and supported, they are more inclined to contribute to collective goals and institutional development (Gonzales & Dioso, 2024).

Further, high levels of organizational commitment are associated with lower teacher turnover rates, which is critical for maintaining continuity and stability in schools. Frequent staff changes can disrupt student learning and weaken school culture. Committed teachers are more likely to stay, providing consistency and building long-term relationships with students and colleagues. This stability supports sustained academic progress and institutional growth. Organizational commitment plays a vital role in reducing attrition and enhancing school performance (Sezen-Gultekin, et al., 2021).

Despite its benefits, several barriers hinder the development of strong organizational commitment among teachers. One major issue is the lack of professional support, including limited access to training, mentorship, and career advancement opportunities. These deficiencies can lead to frustration, disengagement, and a diminished sense of purpose. Xu and Pang (2024) noted that workplace stress and inadequate recognition are significant contributors to declining teacher morale and commitment. Addressing these challenges is essential to fostering a motivated and resilient teaching workforce.

Additionally, autonomy is a critical factor in enhancing teachers' organizational commitment. When educators are given the freedom to make instructional decisions and contribute to school policies, they feel a greater sense of ownership and responsibility. Conversely, rigid administrative structures and excessive bureaucracy can stifle creativity and reduce engagement. Ahakwa (2024) found that participatory decision-making significantly boosts teachers' commitment by validating their expertise and professional judgment. Empowering teachers through autonomy is therefore a key strategy for building a committed and innovative teaching staff.

Moreover, teachers often engage in emotional labor, managing their emotions to meet professional expectations and support student well-being. This emotional investment can be both rewarding and exhausting. Organizational commitment serves as a buffer, helping teachers cope with the demands of emotional labor and maintain high levels of work engagement. Sezen-Gultekin et al. (2021) revealed that organizational commitment mediates the

relationship between emotional labor and work engagement, highlighting its protective role in teacher well-being. Supporting teachers emotionally and professionally is crucial for sustaining their commitment.

Apparently, school leadership plays a pivotal role in shaping organizational commitment. Leaders who are supportive, communicative, and inclusive create environments where teachers feel respected and motivated. A positive organizational culture that values collaboration, innovation, and professional growth further reinforces commitment. School justice and organizational culture are strong predictors of teacher commitment. Investing in leadership development and school culture is therefore essential for nurturing a committed teaching workforce (Obiekwe, 2024).

To strengthen organizational commitment, schools must implement targeted strategies that address teachers' needs and aspirations. These include providing professional development opportunities, recognizing achievements, and improving working conditions. Perez, et al. (2023) emphasized the importance of creating a supportive and inclusive work environment where teachers feel valued and empowered. Such initiatives not only enhance commitment but also improve teacher retention and student outcomes. A strategic focus on teacher well-being and engagement is key to educational excellence.

Also, collective teacher efficacy—the shared belief in the group's ability to positively affect students—also contributes to organizational commitment. When teachers believe in their collective impact, they are more likely to invest in their work and support one another. This shared sense of purpose strengthens organizational ties and promotes a culture of mutual accountability. Ertas and Ozdemir (2024) found that collective efficacy significantly influences organizational commitment and work engagement. Encouraging collaboration and shared leadership can thus enhance both individual and collective commitment.

In general, teachers' organizational commitment is a multifaceted construct that significantly influences educational quality, teacher well-being, and student achievement. While challenges such as lack of support and autonomy persist, strategic interventions can foster a more committed and engaged teaching workforce. By prioritizing leadership, professional development, and inclusive school cultures, school institutions can create environments where teachers thrive. It becomes clear that supporting teachers is not just beneficial—it is essential for the success of the entire educational system (Ertas & Ozdemir, 2024).

Dimensions of Organizational Commitment. In this study, organizational commitment has three indicators, namely, normative commitment, emotional commitment, and continuance commitment (Meyer & Allen, 1991).

Normative Commitment. Normative commitment is an important aspect of organizational commitment that represents teachers' sense of obligation to stay with their profession and school institution. This type of commitment arises from moral and ethical duties, in which teachers feel obligated to remain due to institutional support, professional principles, or societal standards. Teachers with high normative commitment frequently experience significant attachment to their schools, contributing to a steady and dedicated workforce (Diamante, et al., 2024).

In addition, teachers' feeling of duty and accountability is critical in promoting student achievement and institutional performance. Teachers' dedication has a tremendous impact on students' academic performance, motivation, and involvement. Teachers who believe they owe their dedication to their school due to the received support, mentorship, or career development opportunities tend to exert extra effort in their roles, which promote a positive learning environment (Cabanilla, et al., 2024).

Moreover, to improve normative commitment, school leaders must invest in teachers' professional growth, recognize their contributions, and nurture a supportive culture. Affective and normative commitment have been shown to coexist, reinforcing teachers' long-term dedication to their roles. Strengthening this commitment ensures higher retention rates, job satisfaction, and a more motivated teaching workforce, ultimately benefiting students and the broader educational system (Elyashiv & Gal, 2021).

Emotional Commitment. Emotional commitment is a significant dimension of organizational commitment that reflects teachers' deep emotional attachment to their schools and professional roles. This commitment arises from positive workplace relationships, shared values, and personal investment in student success. Teachers with high emotional commitment tend to exhibit greater job satisfaction, resilience, and willingness to go beyond basic responsibilities, which contribute to a supportive and engaging (Li, et al., 2024).

Research indicates that teachers' emotional intelligence has a significant impact on their emotional commitment, which helps them stay motivated, manage stress, and form meaningful relationships. Teachers who are emotionally invested also exhibit higher levels of professional dedication and experience less job burnout, which is particularly significant when it comes to influencing student engagement because they create a supportive and inclusive learning environment (Li, et al., 2024).

Further, psychological factors like job satisfaction and meaning at work are important in maintaining teachers' emotional commitment to their schools. By creating a supportive and upbeat environment, educational institutions can increase teachers' commitment and improve student outcomes and teaching effectiveness. To strengthen emotional commitment, school leaders should prioritize teacher well-being, promote collaborative work cultures, and provide opportunities for both professional and personal growth (Suyatno, et al., 2022).

Continuance Commitment. Continuance commitment describes a teacher's resolve to remain with their organization because they believe quitting would be costly. A number of variables, including work security, financial stability, and the absence of other career options, affect this type of commitment. High-continuance teachers may stay in their positions for financial reasons or career investments rather than because of enthusiasm or devotion (Lobrigo, et al., 2023).

More so, continuous commitment guarantees workforce stability, although it can not necessarily result in strong motivation or job satisfaction. Teachers may be less engaged and productive in the classroom if they remain in the school system solely because of outside pressures. Nonetheless, this commitment may be made more enjoyable by offering professional development chances, career progression routes, and improved working circumstances, which will make teachers feel appreciated in spite of outside limitations (Del Carmen Martínez Serna & Eduardo Vega Martínez, 2023).

Furthermore, school leaders need to understand how high levels of continuous commitment without matching job satisfaction might affect student learning outcomes and teacher effectiveness. Schools should concentrate on retention tactics that go beyond monetary rewards, such as creating a positive work atmosphere and raising intrinsic desire. Schools may increase teachers' overall organizational commitment and performance by striking a balance between financial stability and meaningful professional involvement (Bading, 2022).

Work Ethics of Teachers. Work ethics in the teaching profession are foundational to fostering an environment conducive to learning and personal development. These ethics encompass a set of moral principles that guide teachers' behaviors, ensuring they act in the best interests of their students and the broader educational community. They are not merely optional guidelines but are integral to the identity and effectiveness of teachers. Ethical conduct in teaching is essential for maintaining trust, professionalism, and the integrity of the educational system. Teachers who embody strong work ethics contribute to a culture of excellence and accountability within schools (Dasalla & Guevara, 2024).

Commitment to professionalism is one of the most critical work ethics that teachers must uphold. Professionalism involves maintaining high standards of conduct, competence, and responsibility in all aspects of teaching. Teachers are expected to demonstrate mastery in their subject areas and continuously refine their pedagogical skills. Ongoing professional development is essential for teachers to remain effective and responsive to evolving educational demands. This commitment ensures that students receive high-quality instruction grounded in current best practices (Masson, 2025).

Moreover, integrity and honesty are central to ethical teaching. Teachers are entrusted with shaping the minds and values of young learners, which requires them to act with transparency and fairness. Upholding integrity means being truthful in assessments, acknowledging mistakes, and maintaining consistency in expectations. Integrity fosters a culture of trust and respect in the classroom, which is essential for meaningful learning. When students observe ethical behavior, they are more likely to internalize these values themselves (Glendinning, et al., 2024).

In addition, respect for students is another vital component of teachers' work ethics. This involves recognizing and valuing the diverse backgrounds, abilities, and perspectives that students bring to the classroom. Teachers must create inclusive environments where every learner feels seen, heard, and supported. Respectful teaching practices promote student engagement, reduce behavioral issues, and enhance academic outcomes. Respect also includes advocating for students' rights and well-being both inside and outside the classroom (Jiang, et al., 2024).

On the other hand, teachers often have access to sensitive personal and academic information about their students. Maintaining confidentiality is essential to protect student privacy and build a safe, trusting learning environment. Teachers must handle student records with discretion and only share information when legally or ethically necessary. Breaches of confidentiality can damage student-teacher relationships and undermine the integrity of the educational institution. Ethical handling of information is a professional obligation that reinforces accountability (Jones, et al., 2024).

Furthermore, fairness is a cornerstone of ethical teaching. Teachers must ensure that all students are treated equitably, regardless of their background or academic ability. This includes being impartial in grading, discipline, and classroom interactions. Promoting fairness requires teachers to recognize systemic inequalities and adapt their practices to meet diverse student needs. By fostering equity, teachers help create a just and inclusive educational environment (Burke, et al., 2024).

Undoubtedly, teachers serve as role models, and their behavior significantly influences students' values and attitudes. Demonstrating ethical conduct—such as punctuality, preparedness, and respectful communication—sets a standard for students to emulate. Students are more likely to adopt ethical behaviors when they observe them consistently modeled by their teachers. This influence extends beyond academics, shaping students' character and social development. Ethical modeling is thus a powerful tool for holistic education (Loper & Hellmich, 2024).

Teachers are expected to follow established codes of ethics and professional conduct. These codes provide a framework for navigating complex situations and making sound decisions. Adherence to these standards ensures consistency, accountability, and alignment with the goals of the educational system. Teachers who internalize these codes are better equipped to handle ethical dilemmas and maintain professional integrity. These guidelines also serve as a benchmark for evaluating teacher performance (Hazzan, et al., 2024).

In addition, a strong ethical foundation among teachers contributes to a positive school culture. When ethical behavior is the norm, it fosters mutual respect, collaboration, and a shared commitment to student success. Ethical school environments support both teacher well-being and student achievement. Schools that prioritize ethics are more likely to retain high-quality teachers and build trust with the community. Ethical culture is thus a key driver of educational excellence (Paschal, 2023).

Ethics must be embedded in teacher education programs to prepare future educators for the moral complexities of the profession. Integrating codes of ethics into teacher training to develop reflective and principled practitioners is important. Ethics education should go beyond theoretical discussions and include real-world case studies and dilemmas. This approach equips teachers with the tools to navigate ethical challenges confidently. A strong ethical foundation begins with intentional preparation (Forster & Maxwell, 2023).

Inevitably, teachers frequently face situations that require ethical judgment, such as handling conflicts, addressing misconduct, or supporting vulnerable students. Ethical decision-making involves balancing competing interests while prioritizing student welfare. Teachers must consider the consequences of

their actions and consult ethical guidelines when in doubt. Teachers who engage in reflective ethical reasoning are more effective and respected by peers and students alike. Developing this skill is essential for professional growth (Gurr et al., 2024).

Furthermore, emotional intelligence plays a significant role in ethical teaching. Teachers must manage their emotions, empathize with students, and respond to challenges with composure and fairness. High emotional intelligence enhances ethical awareness and interpersonal effectiveness. It was found that emotionally intelligent teachers are better at building trust and resolving conflicts ethically. Integrating emotional intelligence training into professional development can strengthen ethical practice (Paschal, 2023).

Moreover, the increasing use of technology in education introduces new ethical considerations. Teachers must navigate issues such as digital privacy, online conduct, and equitable access to technology. Ethical use of digital tools requires awareness of data protection laws and responsible communication practices. As digital learning expands, teachers must stay informed about emerging ethical standards. Ongoing training in digital ethics is essential for maintaining professionalism in modern classrooms (Airaj, 2024).

Additionally, teacher autonomy is closely linked to ethical practice. When teachers have the freedom to make instructional decisions, they are more likely to act in ways that align with their values and professional judgment. However, autonomy must be exercised responsibly and within the bounds of ethical standards. Schools should support teacher autonomy while providing clear ethical guidelines. This balance fosters innovation and accountability (Paschal, 2023).

Despite the importance of ethics, teachers often face barriers such as time constraints, administrative pressure, and lack of support. These challenges can lead to ethical compromises or burnout. Schools must create conditions that enable ethical teaching, including manageable workloads and supportive leadership. Addressing these systemic issues is crucial for sustaining ethical practice. Ethical teaching thrives in environments that value and support educators (Gurr, et al., 2024).

In general, work ethics are the heart of the teaching profession. They guide teachers in making decisions that uphold the dignity, rights, and potential of every student. By embodying professionalism, integrity, respect, and fairness, teachers contribute to a just and effective educational system. Ethical teaching is not just a professional obligation—it is a moral imperative that shapes the future of society. Supporting ethical practice in education is essential for nurturing responsible, compassionate, and capable citizens (Paschal, 2023).

Dimensions of Work Ethics. In this study, work ethics of teachers has three indicators: work as central life interest, moral approach to work, and intrinsic work motivation (Rai, 2015).

Work as Central Life Interest. The concept of work as central life interest refers to the degree to which individuals prioritize their work as a fundamental aspect of their identity and life satisfaction. For teachers, this perspective significantly influences their work ethics, encompassing their dedication, commitment, and the intrinsic value they place on their profession (Eloor & Menon, 2024).

When teaching is viewed as a central life interest, teachers often exhibit heightened levels of engagement and responsibility. This profound connection to their work fosters a deep commitment to student development and educational excellence. Such teachers are more likely to invest additional time in lesson planning, stay updated with pedagogical advancements, and create enriching learning environments. Their passion not only enhances their own job satisfaction but also positively impacts student outcomes (Eloor & Menon, 2024).

However, it is essential to balance this dedication to prevent potential burnout. While a strong identification with one's profession can lead to exceptional teaching, it may also blur boundaries between personal and professional life, affecting overall well-being. Educational institutions play a crucial role in supporting teachers by promoting a balanced approach to ensure that their passion for teaching remains sustainable and continues to benefit both teachers and students (Doan, et al., 2024).

Moral Approach to Work. The moral approach to work is a fundamental dimension of teachers' work ethics, encompassing the principles and values that guide teachers in their professional conduct. At its core, this approach emphasizes integrity, responsibility, and a commitment to fostering an environment conducive to learning and personal growth. Teachers serve as role models, and their adherence to moral principles significantly influences students' development. By upholding ethical standards, teachers not only impart academic knowledge but also instill virtues such as honesty, respect, and fairness in their students. This dual role underscores the profound impact teachers have on shaping the character and values of future generations (Cui, et al., 2024).

Moreover, incorporating a moral approach to work requires teachers to engage in continuous self-reflection and professional development. Teachers must critically assess their own beliefs and biases to ensure they are providing equitable and unbiased instruction. This reflective practice is essential for personal growth and aligns with the broader goals of education, which include promoting social justice and fostering a democratic society. By committing to ongoing learning and ethical self-awareness, teachers can better navigate the complexities of diverse classroom settings and meet the evolving needs of their students (Juma, 2024).

Furthermore, the ethical responsibilities of teachers extend beyond the classroom and into the broader educational community. Teachers are often faced with challenges such as balancing administrative demands with student-centered teaching, addressing diverse learning needs, and advocating for equitable resources. A strong moral framework equips teachers to make decisions that prioritize the well-being and development of their students, even in the face of systemic challenges. By embodying ethical principles in all aspects of their work, teachers contribute to a culture of trust and respect within the educational system, ultimately enhancing the quality of education and promoting positive societal outcomes (Pressley, et al., 2025).

Intrinsic Work Motivation. Intrinsic work motivation is a fundamental dimension of teachers' work ethics, reflecting the internal drive that compels teachers to engage in their profession for the inherent satisfaction and fulfillment it provides. This form of motivation is characterized by a genuine passion for teaching, a commitment to student development, and a dedication to the educational process itself. Teachers with high intrinsic motivation often find joy in the act of teaching, relish the challenges it presents, and derive personal satisfaction from their students' successes. Such motivation is closely linked to positive educational outcomes, as intrinsically motivated teachers are more likely to employ innovative teaching methods, persist in the face of challenges, and create engaging learning environments (Zhao, et al., 2025).

In addition, teacher recognition, responsibility, and the nature of the work itself are intrinsic elements that lead to job satisfaction. Also, intrinsic motivators include the intellectual stimulation of the profession, the opportunity to foster student growth, and the autonomy to design and implement effective curricula. Conversely, hygiene factors—such as salary, job security, and working conditions—are extrinsic and, while their absence can lead to dissatisfaction, their presence alone does not necessarily result in satisfaction. Therefore, fostering intrinsic motivation is crucial for enhancing teachers' job satisfaction and commitment (Assaf & Antoun, 2024).

Moreover, cultivating intrinsic motivation among teachers is essential for promoting ethical work practices and sustaining a high-quality educational system. When teachers are intrinsically motivated, they are more likely to engage in continuous professional development, collaborate effectively with colleagues, and exhibit resilience in the face of educational challenges. Educational leaders can nurture this motivation by providing opportunities for professional growth, recognizing and valuing teachers' contributions, and creating a supportive and autonomous work environment. By doing so, they not only enhance teachers' work ethics but also positively impact student learning experiences and outcomes (Pon & D'Aoust, 2025).

Influence of Teacher Organizational Commitment on their Work Ethics. Organizational commitment is a foundational concept in understanding teacher behavior and performance. It refers to the psychological attachment an individual feels toward their organization, which influences their willingness to remain and contribute positively. In educational settings, this commitment is particularly crucial, as it affects not only teacher retention but also the quality of instruction and student outcomes. The three-component model—affective, continuance, and normative commitment—provides a comprehensive framework for analyzing this attachment. Each component plays a distinct role in shaping how teachers perceive their responsibilities and ethical obligations (Ndubueze & Obiekwe, 2025).

Affective commitment, which involves emotional attachment to the organization, is often the most desirable form of commitment. Teachers who feel emotionally connected to their schools are more likely to invest time and energy into their work. This emotional bond fosters a sense of belonging and loyalty, which translates into greater enthusiasm and dedication in the classroom. It has shown that affective commitment is positively correlated with job satisfaction and professional engagement among teachers. Such teachers are also more likely to participate in school improvement initiatives and mentor their peers (Bogler & Somech, 2024).

Continuance commitment, on the other hand, is based on the perceived cost of leaving the organization. Teachers who stay because they feel they have no better alternatives or fear losing benefits may still demonstrate strong work ethics, but their motivation is often extrinsic. While this form of commitment can lead to compliance with rules and procedures, it may not foster innovation or deep engagement. Nonetheless, in contexts where job security is uncertain, continuance commitment can serve as a stabilizing factor. It ensures that teachers maintain performance standards to safeguard their positions (AL-Jabari & Ghazzawi, 2019).

Moreover, normative commitment arises from a sense of moral obligation to remain with the organization. Teachers who feel a duty to their students, colleagues, or the educational mission of their school often exhibit high levels of integrity and responsibility. This form of commitment is particularly strong in cultures that emphasize collectivism and service. Normative commitment can lead to ethical decision-making and a willingness to go beyond contractual obligations. It reinforces a culture of mutual respect and shared values within the school community (Ndubueze & Obiekwe, 2025).

In addition, the interplay between these three types of commitment significantly influences teachers' work ethics. Work ethics encompass values such as diligence, responsibility, and professionalism. Teachers with high organizational commitment are more likely to internalize these values and demonstrate them consistently in their practice. Affective commitment, in particular, enhances intrinsic motivation, which is a key driver of ethical behavior. When teachers are motivated from within, they are more likely to act in the best interests of their students and uphold professional standards (Bogler & Somech, 2024).

Moreover, the role of organizational culture in shaping commitment and work ethics is crucial. It was found that school organizational culture and justice significantly predict teachers' job commitment, with fairness and transparency being key drivers. Schools that foster inclusive, respectful, and supportive environments are more likely to retain committed and ethically driven teachers. These environments also promote collaboration and shared responsibility, which are essential for ethical teaching (Ndubueze & Obiekwe, 2025).

Empirical evidence also supports the link between organizational justice and teacher commitment. When teachers perceive that they are treated fairly and that decisions are made transparently, their trust in the organization increases. This trust fosters a deeper emotional connection and a stronger sense of duty, both of which contribute to ethical behavior. Fair treatment also reduces burnout and cynicism, which are known to undermine work ethics (Ndubueze & Obiekwe, 2025).

Furthermore, professional development plays a crucial role in reinforcing organizational commitment and ethical behavior. Training programs that emphasize ethical decision-making, reflective practice, and collaborative learning help teachers align their personal values with organizational goals. Such alignment enhances affective and normative commitment, as teachers feel more integrated into the school community. Moreover, ongoing development opportunities signal that the organization values its staff, which further strengthens commitment (Bogler & Somech, 2024).

In addition, leadership is another critical factor influencing organizational commitment. Principals and school leaders who demonstrate ethical leadership, provide support, and recognize teacher contributions foster a culture of trust and respect. This leadership style enhances all three forms of commitment, particularly affective and normative. Teachers are more likely to emulate ethical behavior when they see it modeled by their leaders (Bogler & Somech, 2024).

More so, collaboration among teachers also contributes to a sense of organizational commitment. When teachers work together, share resources, and support one another, they build strong professional relationships that reinforce emotional and moral ties to the organization. These relationships create a sense of community and shared purpose, which are essential for sustaining ethical work practices. Collaborative environments also reduce isolation and promote collective responsibility (Bogler & Somech, 2024).

Likewise, job satisfaction is closely linked to organizational commitment and work ethics. Teachers who are satisfied with their roles, workloads, and work environments are more likely to remain committed and uphold ethical standards. Satisfaction enhances affective commitment and reduces the likelihood of unethical shortcuts or disengagement. Schools that address teacher concerns and provide meaningful work experiences foster both satisfaction and commitment (Ndubueze & Obiekwe, 2025).

Teacher autonomy also plays a role in shaping organizational commitment. When teachers have the freedom to make instructional decisions and innovate in their classrooms, they feel more valued and trusted. This autonomy enhances affective and normative commitment, as teachers perceive their work as meaningful and aligned with their values. Autonomy also encourages ethical reflection and professional growth (Bogler & Somech, 2024).

Conversely, excessive administrative pressure and lack of support can erode organizational commitment. Teachers who feel micromanaged or undervalued may experience reduced affective commitment and increased stress. This can lead to ethical compromises, such as cutting corners or disengaging from professional responsibilities. Addressing these systemic issues is essential for sustaining ethical teaching practices (Bogler & Somech, 2024).

The impact of organizational commitment extends beyond individual teachers to the entire school culture. Committed teachers contribute to a positive and ethical work environment, which influences the behavior of their peers and students. This collective commitment creates a virtuous cycle of ethical conduct, professional excellence, and student success. Schools that prioritize commitment-building strategies are more likely to achieve long-term improvement (Ndubueze & Obiekwe, 2025).

In general, organizational commitment is a powerful determinant of teachers' work ethics. By understanding and nurturing affective, continuance, and normative commitment, school leaders can foster a culture of professionalism, integrity, and ethical behavior. This, in turn, enhances teacher performance, student outcomes, and the overall effectiveness of the educational system. Investing in organizational commitment is not just a managerial strategy—it is a moral imperative for educational leadership (Ndubueze & Obiekwe, 2025).

1.3 Theoretical Framework

This study is grounded on the Five Ethical Frameworks in Education proposed by Furman (2004), which include: the ethic of care, ethic of justice, ethic of critique, ethic of profession, and ethic of community. These frameworks provide a comprehensive lens through which teachers' ethical behavior and professional conduct can be understood. They emphasize that ethical teaching is not just about following rules but about making morally sound decisions that reflect care, fairness, critical reflection, professional integrity, and community responsibility. When teachers are organizationally committed, they are more likely to internalize these ethical principles and apply them consistently in their work. This alignment between commitment and ethical frameworks strengthens their work ethics, making them more dependable, responsible, and principled in their roles.

Moreover, the Five Ethical Frameworks in Education, particularly the ethic of profession and ethic of care are particularly relevant to understanding how work ethics manifest in teaching. The ethic of profession emphasizes adherence to professional standards, codes of conduct, and a commitment to lifelong learning—traits that are hallmarks of strong work ethics. Meanwhile, the ethic of care highlights the relational and emotional aspects of teaching, such as empathy, compassion, and responsiveness to student needs. Teachers who are committed to their schools are more likely to embody these ethics, leading to ethical decision-making that prioritizes student well-being and equitable treatment. These frameworks support the idea that ethical behavior is not only a personal virtue but also a professional responsibility that is reinforced by organizational commitment.

In addition, applying Five Ethical Frameworks in Education to the study of how teacher organizational commitment influences work ethics offers valuable insights. The impact of these ethical behaviors on students is profound. When teachers consistently demonstrate fairness, care, and professionalism, they create a classroom environment that fosters trust, respect, and academic integrity. Students are more likely to feel safe, valued, and motivated to learn in such environments. Moreover, teachers who model ethical behavior serve as role models, influencing students' own moral development and social behavior. This ripple effect underscores the importance of integrating ethical frameworks into teacher development and organizational culture. By grounding the study in Furman's ethical frameworks, this study better understands how organizational commitment translates into ethical teaching practices that positively shape student outcomes and school climate.

Figure 1 depicts the relationship between the three dimensions of teacher organizational commitment – normative commitment, emotional commitment, and continuance commitment – that impact the aspects of work ethics of teachers. These aspects include the work as central life interest, moral approach to work, and intrinsic motivation. Ultimately, this interaction influences student engagement and academic achievement.

Independent Variable	Dependent Variable
Organizational Commitment • Normative Commitment • Emotional Commitment • Continuance Commitment	**Work Ethics** • Work as Central Life Interest • Moral Approach to Work • Intrinsic Work Motivation
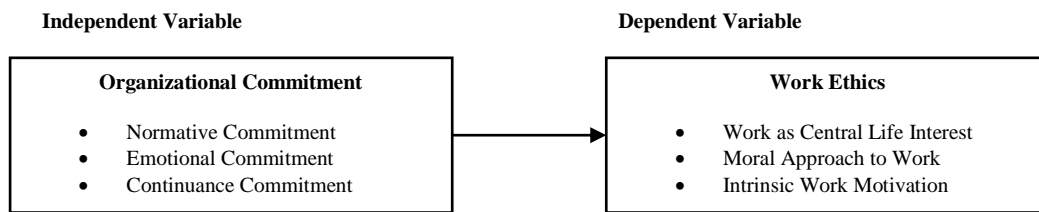
Figure 1. The Conceptual Framework

1.4 Statement of the Problem

The study aimed to investigate the influence of teacher organizational commitment on their work ethics in public elementary schools. Specifically, this study sought to address the following questions:

1. What is the level of teacher organizational commitment in terms of:

    a. Normative Commitment;

    b. Emotional Commitment; and

    c. Continuance Commitment?

2. What is the level of work ethics of teachers in terms of:

    a. Work as Central Life Interest;

    b. Moral Approach to Work; and

    c. Intrinsic Work Motivation?

3. Is there a significant relationship between organizational commitment and work ethics of teachers?

1. Which of the indicators of organizational commitment affects the work ethics of teachers?

1.5 Null Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

H_1. There is no significant relationship between organizational commitment and work ethics of teachers.

H_2. There is no indicator of organizational commitment that affects the work ethics of teachers.

1.6 Scope and Delimitations of the Study

Using a quantitative descriptive approach, this study aimed to ascertain the impact of teacher organizational commitment on their work ethics. The research was limited to nine public elementary schools of Laak South District, Davao de Oro, for the School Year 2025-2026, which means that the findings apply specifically to these schools and cannot be generalized to other schools or locations. It focused exclusively on teachers' perspectives, excluding insights from students, parents, and school leaders, further narrowing its scope.

Furthermore, the study drew from 184 public elementary school teachers in Laak South District, providing a limited understanding of teacher organizational commitment practices and how it affects teachers' work ethics. In particular, it examined three aspects of teacher organizational commitment while ruling out other potential determinants including community involvement, resource availability, and teacher training. Variables including school size, demographics, and teacher experience were also considered in the study. These restrictions enabled a focused analysis of the relationship between organizational commitment and teachers' work ethics in the context of Laak South District schools.

1.7 Significance of the Study

The findings of this study would benefit the following.

Learners. The findings of this study were beneficial to the learners since teachers with high organizational commitment often exhibit enhanced work ethics, which leads to improved instructional quality and student outcomes. Such commitment fosters a stable learning environment, promoting student engagement and academic success. Committed teachers are more dedicated to student development, which positively affects learners' academic achievements.

Teachers. The findings of this study provided valuable insights for teachers as it highlights that a strong sense of commitment among teachers cultivates a collaborative work culture and enhances job satisfaction and professional growth. This encouraged adherence to ethical standards which reduces burnout and promotes retention. Also, teachers' organizational commitment is positively correlated with their job satisfaction and overall well-being.

School Heads. The findings of this study helped school heads identify and understand the impact organizational commitment of teachers on their work ethics. School leaders benefit from teachers' organizational commitment through improved school personnel morale and performance. Committed teachers align with the school's vision, which facilitates effective implementation of policies and initiatives. This alignment simplifies leadership challenges and enhances overall school performance. Leadership that fosters authentic relationships with teachers can further boost organizational commitment and work ethics.

DepEd Officials. The findings of this study provided valuable insights for officials of the Department of Education (DepEd) since understanding the link between teachers' commitment and work ethics is vital for policy development and educational reforms. Promoting organizational commitment led to higher teaching standards and better educational outcomes, aligning with national educational goals. Implementing standards like the Philippine Professional Standards for Teachers (PPST) can support the enhancement of organizational commitment and work ethics.

Future Researchers. The findings of this study served as a reference for future researchers exploring teacher organizational commitment and work ethics, and offer valuable insights on these variables. This study informed strategies to enhance teacher commitment, leading to improved educational practices and policies. Also, this provided a foundation for further investigations into how teacher organizational commitment influences their work ethics, and student achievement, paving the way for new perspectives and recommendations for educational improvement.

1.8 Definition of Terms

To establish a common frame of references, the following terminologies are defined operationally:

Continuance Commitment. This refers to teachers' perceived cost of leaving the organization, which is based on the gains versus losses of working in a school organization.

Emotional Commitment. This refers to teachers' positive emotional attachment to the school organization and desires to remain a part of it.

Intrinsic Work Motivation. This refers to a teacher's internal drive to engage in teaching activities due to inherent satisfaction and passion for the profession, rather than external rewards.

Moral Approach to Work. This refers to a teacher's adherence to ethical principles to ensure integrity, fairness, and responsibility in all professional interactions and decisions.

Normative Commitment. This refers to the sense of obligation teachers feel to remain with their school organization, which stems from internalized norms, developed before joining the organization through family or other socialization processes, that one should be loyal to one's organization.

Organizational Commitment. This refers to teachers' psychological attachment to their organization which manifests as a strong identification with their school's goals, a desire to remain part of the institution, and a dedication to contributing positively to the educational environment.

Work as Central Life Interest. This refers to a teacher's profound commitment to their profession, viewing teaching as a primary and fulfilling aspect of their life, which enhances their job satisfaction and motivation.

Work Ethics. This refers to a set of moral principles and professional standards that guide teachers' behavior and decision-making in educational settings that ensures integrity, responsibility, and dedication to student development.

2. Methods

2.1 Research Design

commitment and their work ethics. While the descriptive component methodically identified and evaluated the degrees of organizational commitment and work ethics of teachers, the correlational component looked into the relative importance and significant relationship of these two variables. Because it enabled the identification of important dimensions of organizational commitment and its effects on different aspects of work ethics, this research design was perfect for the study's objectives and procedures (Creswell & Creswell, 2018). Additionally, the study used quantifiable and numerical data to examine variables in their natural state rather than manipulating variables or randomly assigning subjects (Belli, 2008).

Moreover, a descriptive-correlational approach is necessary to understand how organizational commitment influences the work ethics of teachers. The correlational component investigated the correlations between organizational commitment and work ethics, indicating potential trends and impacts, while the descriptive section gives a full assessment of these variables (Fraenkel et al., 2019). This study design also used to examine non-causal interactions, which is especially useful in educational settings where a number of factors interact. Through the integration of descriptive and correlational methods, the study guaranteed a thorough comprehension of teacher organizational commitment and its influence on their work ethics. Questionnaires were used to collect data, and the quantitative data will be analyzed and interpreted using mathematical processes.

2.2 Research Locale

The study was conducted in Laak South District, Davao de Oro Division. Laak South District is one of the 18 districts that make up the Division of Davao de Oro, Mindanao, Philippines. Figure 1 displays a map of Laak, Davao de Oro that includes the schools where the respondents are located. Laak is around 101.6 kilometers from the provincial capital of Nabunturan, 118.1 kilometers from Compostela, and 67.9 kilometers from Tagum City. It is situated between longitudes 125° 49′ east and latitudes 07° 50′ north. In addition, it is bordered on the north by the province of Agusan del Sur, on the southwest by the municipality of San Isidro in Davao del Norte, and on the west by the municipality of Kapalong in Davao del Norte, and Montevista and Monkayo, Davao de Oro. Politically, Laak is situated in the second district of Davao de Oro.

Moreover, the schools in Laak South will be selected based on a number of factors, such as the respondents' willingness and desire to participate, accessibility, and a range of demographics. The selection of these schools will provide valuable information about teacher organizational commitment and work ethics, which is important because it covers a wide range of these variables. Specifically, Amorcruz ES, Banbanon ES, Kaligutan IS, Kapatagan ES, Laak CESSC, Langtud ES, Longanapan IS, Mabuhay ES, and San Antonio ES are the specific locations where the study will be carried out. With enrollments ranging from 300 to 1,000 students and 14 to 40 teachers, these are the top 8 largest schools in the Laak South District.

2.3 Research Respondents

To determine the correct and accurate number of respondents, the researcher used the Universal Sampling method. The study will include 184 public elementary teachers from nine schools in the Laak South District, Davao de Oro Division, throughout the school year 2025-2026. The study included teachers with at least three years of service and from schools with at least six teachers. Teachers with two or fewer years of service and those from schools with five or fewer teachers were excluded. According to Depersio (2018), this sampling approach is useful and advantageous for selecting respondents from a larger population in representation and ease of implementation. This method ensured that every potential respondent has an equal chance of being selected. Based on their previous experiences, the researcher believed that the selected respondents will be able to grasp and interpret the survey questions. The study included 184 public elementary teachers from 9 schools in Laak South District, Davao de Oro.

2.4 Research Instruments

A modified structured questionnaire was used in this study, with a Likert scale to assess respondents' perceptions of teacher organizational commitment and work ethics, as the major data collection method. Likert scales, which typically range from 1 (strongly disagree) to 4 (strongly agree), are widely employed in social science research because they accurately evaluate the strength of respondents' opinions and actions.

Moreover, this study used two sets of modified research questionnaires. The first set of questionnaires was the modified Organizational Commitment Scale (Meyer & Allen, 1991) with 24 items to assess the independent variable organizational commitment. The OCS, the most extensively used instrument for evaluating the teacher organizational commitment, measures three indicators: normative commitment, emotional commitment, and continuance commitment. The second set of questionnaires was the modified Work Ethic Scale (Rai, 2015), which measures the dependent variable work ethics. Teachers' work ethics will be assessed using three indicators: work as central life interest, moral approach to work, and intrinsic work motivation. The said questionnaire consists of 10 items that require scaled replies.

In order to ensure that the items are valid, relevant, and reliable, a panel of experts reviewed the modified and adapted survey questionnaires. These experts assessed the items' relevance and alignment to the study's objectives. Based on their feedback, necessary modifications were made to improve clarity and suitability, incorporating their ideas where appropriate. The research instruments were customized to the local contexts, and the question items were streamlined for improved respondent comprehension. Additionally, a pilot test (test – retest) was conducted with a small group of respondents (20 respondents), and Cronbach's Alpha was used to gauge the instrument's reliability, with a target value of 0.70 or higher.

2.5 Data Collection Procedure

By obtaining crucial information, the meticulous process of data collection enabled researcher to gain a deeper understanding of the goals of the study. Therefore, before any data is collected, official approval to conduct the study was sought. By submitting the required documents, permission for this study was obtained from the Graduate School Dean and the School's Ethics Review Committee. Strict adherence to ethical principles was maintained, including getting each respondent's informed consent while protecting their identity and privacy. To facilitate this process, a copy of the manuscript, survey questionnaires, and other relevant papers were submitted to the Assumption College of Nabunturan - Ethics Review Committee (ACN-ERC) for review and approval.

 Following ethical approval, the researcher formally requested permission to conduct the study from the Schools Division Superintendent of Davao de Oro Division and District Supervisor of Laak South District. Proper data collection procedures require the approval of these individuals. In order to get the official consent of the nine chosen schools, request letters were sent to their school heads. The researcher distributed the questionnaires to the selected respondents as soon as the appropriate authorities have given their consent.

Moreover, once ethics was approved, the survey questionnaire were delivered to the selected teacher-respondents. The researcher personally explained the study's goal and obtained their approval using an Informed Consent Form to ensure their willingness and voluntary participation. Clear instructions for filling out the questionnaire was supplied, with an emphasis on privacy and confidentiality. Respondents had one week to complete and submit the

survey questionnaires. The questionnaires were checked for completeness after collection, and follow-ups were carried out as necessary to increase response rates. Following the completion and collection of all survey questionnaires, the researcher gathered and tabulated the data in preparation for statistical analysis. A statistician helped the researcher examine and explain the findings. After this, conclusions and recommendations were generated based on the findings.

2.6 Statistical Treatment

The collected data were analyzed using descriptive and inferential statistics. Descriptive statistics, including mean, standard deviation, and frequency distributions, were used to describe the levels of achievement organizational commitment and work ethics of teachers

Mean. This statistical tool was used to determine the level of organizational commitment and work ethics of teachers.

Pearson's correlation coefficient. This was employed to determine the significant relationship between organizational commitment and work ethics of teachers.

Multiple Regression analysis. This was used to determine the effects of organizational commitment on the teachers' work ethics.

This tested the study's hypothesis at the 0.05 level of significance. If the p-value is less than 0.05, the null hypothesis (that there is no significant relationship) will be rejected, indicating a statistically significant relationship.

2.7 Ethical Consideration

Ethics is essential to research because it guides researchers toward values that establish what constitutes ethically and legally acceptable behavior. Respecting these ethical guidelines makes it easier to discern right from wrong, guarantees the integrity of research, and fosters cooperation, responsibility, and alignment with important social goals. Therefore, before starting the study, the researcher respected the rights, needs, values, and preferences of the respondents. Respondents were safeguarded by rigorous adherence to ethical standards, which include anonymity, rights, dignity, privacy, and confidentiality. Maintaining ethical standards throughout a study is crucial for its legitimacy. Thus, this research fully complied with ethical standards, emphasizing key aspects such as social value, informed consent, vulnerability of respondents, risks, benefits, and safety, privacy and confidentiality, justice, and transparency.

Social Value. Sharing the study's findings was a great resource for enhancing teacher organizational commitment and work ethics, not only in the selected schools, but also in other schools in the Laak South District, as well as throughout the division, region, and national. This is socially significant in addressing the challenges teachers have when enhancing their organizational commitment and work ethics, thereby increasing student academic progress. The researcher made sure that the study's design, methodology, and data collection procedures yield interesting and relevant insights that are in line with the study's purpose for the benefit of the school community, especially students and teachers.

Informed Consent. The Informed Consent Form (ICF) explicitly stated that participation is completely voluntary and optional, and that respondents may withdraw from the study at any time without facing any penalties or negative consequences. Additionally, the ICF included confidentiality mechanisms to ensure that all personal information and responses are kept completely confidential and used only for research purposes. The respondents had the opportunity to ask questions prior to providing their consent in order to ensure that they fully understand their rights and the extent of their involvement in the study.

Vulnerability of Participants. To make sure that respondents know exactly what their involvement in the study entails, the researcher gave a thorough explanation of its methods and procedures. The respondents were informed that their involvement in the study is completely voluntary and that they are free to leave at any moment if they feel uncomfortable or decide they do not want to continue. Their decision to discontinue engagement was honored, with no negative penalties or fines enforced as a result.

Risks, Benefits, and Safety. The nature of the research offered no significant risks to the respondents' physical, psychological, or socioeconomic health; the study's risk is low because the main goal is to gather teachers' thoughts, ideas, and views through survey questionnaires. The respondents were able to complete the survey whenever and wherever it is most convenient for them, ensuring their comfort and minimizing any stress. More so, the researcher prioritized the safety and well-being of all respondents by taking all necessary precautions to mitigate any potential risks associated with the study. Additionally, the study complied with ethical guidelines to protect respondents' confidentiality and general well-being.

Privacy and Confidentiality. The researcher worked hard to ensure that each respondent's privacy and confidentiality are protected. All collected data were safely kept in password-protected digital databases and locked physical files, to which only authorized individuals will have access. Individual responses were never shown in any reports in order to preserve anonymity; instead, results were only shown in aggregated or generalized form. Throughout the research process, respondents had the chance to confirm and evaluate data interpretations to guarantee accuracy and openness. This cooperative strategy increased self-assurance and enhances moral research practices. Furthermore, the researcher complied with the **Data Privacy Act of 2012**, guaranteeing that all personal information is kept absolutely confidential and used only for research purposes. Once the study was completed, all collected data were securely deleted or disposed of to prevent unauthorized access or misuse.

Justice. In order to ensure that the sample accurately represents the population being studied, this study adhered to the ethical ideal of justice, which guarantees that all respondents will be treated fairly and equitably throughout the research process. In addition, all respondents were eligible for any

research-related benefits, such as professional development programs, improved organizational commitment practices, and increased student academic accomplishment. This ensured that in addition to contributing to the study, respondents benefited from its findings, promoting justice and equity in both participation and outcomes.

Transparency. The researcher made sure that all respondents are fully informed about the study before they participate. This comprised an explanation of the purpose, goals, methods for gathering data, how their answers will be used, and any possible dangers or advantages of participating in the study. Additionally, the researcher was dedicated to maintaining the integrity of data reporting, making sure that all results are presented truthfully, impartially, and without bias or manipulation. This approach fostered transparency and increases trust between the researcher and respondents by enabling a fair and honest assessment of the results..

3. Results

This chapter presents the results obtained from the collected data and the subsequent analyses and interpretation based on the problems presented.

Level of Organizational Commitment

Presented in this section are the results of the first statement of the problem, which examined the level of organizational commitment of teachers in terms of normative commitment, emotional commitment, and continuance commitment.

Normative Commitment. Table 2 presents the result of the level of organizational commitment of teachers in terms of normative commitment.

Table 2

Level of Organizational Commitment in terms of Normative Commitment

Normative Commitment	Mean	Descriptive Rating
1. The teachers in our school think about how frequently teachers change jobs.	3.161	High
2. The teachers in our school believe that a teacher should always be loyal to the organization/school he/she works in.	3.465	High
3. The teachers in our school believe that as a teacher, transferring from one school to another is completely ethical to them.	3.350	High
4. The teachers in our school believe that one of the main reasons for them to continue to work in this organization/school is loyalty, and moreover, moral obligations	3.381	High
5. The teachers in our school can leave their job if they get a better job offer.	3.188	High
6. The teachers in our school believe that spending most of their career in one institution. school is good for them.	3.226	High
7. The teachers in our school believe that it will be logical to commit themselves emotionally to one organization/school	3.245	High
8. The teachers in our school believe that being loyal to the organization/school is important.	3.477	High
Overall Mean	**3.311**	**High**

Table 2 reveals that the statement 'The teachers in our school believe that being loyal to the organization/school is important' recorded the highest mean of 3.477, and was rated high. Following this, the statements 'The teachers in our school believe that a teacher should always be loyal to the organization/school he/she works in' and 'The teachers in our school believe that one of the main reasons for them to continue to work in this organization/school is loyalty, and moreover, moral obligations' posted means of 3.465 and 3.381, respectively. Both items fell under the high descriptive rating.

Meanwhile, the items 'The teachers in our school believe that as a teacher, transferring from one school to another is completely ethical to them', 'The teachers in our school believe that spending most of their career in one institution/school is good for them', and 'The teachers in our school believe that it will be logical to commit themselves emotionally to one organization/school' reached means of 3.350, 3.226, and 3.245, respectively, which also align with the high rating.

At the lower end of the spectrum, yet still maintaining a high rating, were the statements 'The teachers in our school can leave their job if they get a better job offer' and 'The teachers in our school think about how frequently teachers change jobs', which posted means of 3.188 and 3.161, respectively. Overall, the indicator for organizational commitment in terms of normative commitment yielded an average weighted mean of 3.311, which corresponds to a high descriptive rating.

Emotional Commitment. Table 3 presents the result of the level of organizational commitment of teachers in terms of emotional commitment.

Table 3

Level of Organizational Commitment in terms of Emotional Commitment

Emotional Commitment	Mean	Descriptive Rating
1. The teachers in our school would be happy to spend the rest of their professional life in this organization/school.	3.329	High
2. The teachers in our school like to talk to their friends about the organization/school.	3.258	High
3. The teachers in our school consider the problems of the organization/school as their own problems.	3.135	High
4. The teachers in our school cannot easily commit to another organization/school as they have done to this organization.	3.120	High
5. The teachers in our school feel like they belong to a family in their school.	3.390	High
6. The teachers in our school feel an emotional bond with their school.	3.330	High
7. The teachers in our school believe their school is very important to them.	3.430	High
8. The teachers in our school feel loyal to their school.	3.410	High
Overall Mean	**3.300**	**High**

The highest-rated statement under emotional commitment is 'The teachers in our school believe their school is very important to them', which recorded a mean of 3.430 and was rated high. Next in line are the items 'The teachers in our school feel loyal to their school' and 'The teachers in our school feel like they belong to a family in their school', posting means of 3.410 and 3.390, respectively, both falling under the high descriptive rating.

Closely following are the statements 'The teachers in our school feel an emotional bond with their school' and 'The teachers in our school would be happy to spend the rest of their professional life in this organization/school', which received means of 3.330 and 3.329, respectively, also garnering high ratings. On the lower end, still within the high category, are the items 'The teachers in our school consider the problems of the organization/school as their own problems' with mean of 3.135, and 'The teachers in our school cannot easily commit to another organization/school as they have done to this organization' with mean of 3.120. In summary, emotional commitment registered an overall mean of 3.300, corresponding to a high descriptive rating.

Continuance Commitment. Table 4 presents the result of the level of organizational commitment of teachers in terms of continuance commitment.

Table 4

Level of Organizational Commitment in terms of Continuance Commitment

Continuance Commitment	Mean	Descriptive Rating
1. The teachers in our school believe that if they leave their job, a big proportion of their life would be affected negatively.	3.155	High
2. The teachers in our school believe that leaving their organization/school now would cost them economically in the future.	3.168	High
3. The teachers in our school continue working here to prevent themselves from making individual sacrifices.	3.168	High
4. The teachers in our school believe that one of the negative consequences of them leaving their school is that another school may not provide them with the conditions that they have in their school.	3.097	High
5. The teachers in our school believe that even if they wanted to leave this organization/school, it is very hard for them right now.	3.206	High
6. The teachers in our school think the reason they want to stay in their school is both because they want to and because it is a necessity.	3.303	High
7. The teachers in our school think they do not have enough opportunities to consider leaving this organization/school.	3.019	High

	Mean	Rating
8. The teachers in our school are concerned about leaving their school without guaranteeing a new job.	3.110	High
Overall Mean	**3.153**	**High**

As reflected in Table 4, the item 'The teachers in our school think the reason they want to stay in their school is both because they want to and because it is a necessity' recorded the highest mean of 3.303, earning a high rating. Also notable are the identical mean ratings of 3.168 for the items 'The teachers in our school continue working here to prevent themselves from making individual sacrifices' and 'The teachers in our school believe that leaving their organization/school now would cost them economically in the future', both falling under the high category.

Additionally, the statements 'The teachers in our school believe that even if they wanted to leave this organization/school, it is very hard for them right now', with mean score of 3.206, and 'The teachers in our school are concerned about leaving their school without guaranteeing a new job', with mean score of 3.110, also achieved high descriptive ratings. Among the lowest, yet still classified as high, is 'The teachers in our school think they do not have enough opportunities to consider leaving this organization/school', which posted a mean of 3.019. Altogether, continuance commitment yielded an overall mean of 3.153, which translates to a high descriptive rating

Summary on the Level of Organizational Commitment

Presented in Table 5 is the level of the organizational commitment of public school teachers based on the three identified indicators – normative commitment, emotional commitment, and continuance commitment.

Table 5

Summary of the Level of Organizational Commitment

Indicators	Mean	Descriptive Rating
1. Normative Commitment	3.311	High
2. Emotional Commitment	3.300	High
3. Continuance Commitment	3.155	High
Overall Mean	**3.255**	**High**

In Table 5, a consolidated view of organizational commitment levels reveals that normative commitment posted the highest mean score of 3.311, followed by emotional commitment with a mean score of 3.300, and continuance commitment with a mean score of 3.153. These results culminated in an overall mean of 3.255, which corresponds to a high descriptive rating across all three indicators.

Level of Work Ethics of Teachers

Presented in this section are the results of the second statement of the problem, which examined the level of work ethics of teachers in terms of work as central life, moral approach to work, and intrinsic work motivation.

Work as Central Life. Table 6 presents the result of the level of work ethics of teachers in terms of work as central life.

Table 6

Level of Work Ethics of Teachers in terms of Work as Central Life

Work as Central Life	Mean	Descriptive Rating
1. The teachers in our school consider their occupational career to be one of the most important activities in their life. I never leave any work incomplete once I start it.	3.49	High
2. The teachers in our school believe that a person is known in society by the work he/she does.	3.432	High
3. The teachers in our school believe that work provides a powerful channel to express one's knowledge, ability, and creativity.	3.523	Very High
4. The teachers in our school believe that one's work provides the best source of achieving perfection in life.	3.361	High
5. The teachers in our school would still prefer to continue working even if they do not have to work to earn a living.	3.174	High
Overall Mean	**3.396**	**High**

As presented in Table 6, in terms of work as central life, the item 'The teachers in our school believe that work provides a powerful channel to express one's knowledge, ability, and creativity' posted the highest mean of 3.523, earning a very high descriptive rating. Closely following are 'The teachers in our school consider their occupational career to be one of the most important activities in their life. I never leave any work incomplete once I start it' and 'The teachers in our school believe that a person is known in society by the work he/she does', which registered means of 3.49 and 3.432, respectively, both rated high.

Further, still aligned with high descriptive ratings, are the statements 'The teachers in our school believe that one's work provides the best source of achieving perfection in life' with a mean of 3.361 and 'The teachers in our school would still prefer to continue working even if they do not have to work to earn a living' with a mean of 3.174. Altogether, the indicator for work as central life produced an overall mean of 3.396, corresponding to a high descriptive rating.

Moral Approach to Work. Table 7 presents the result of the level of work ethics of teachers in terms of moral approach to work.

Table 7

Level of Work Ethics of Teachers in terms of Moral Approach to Work

Moral Approach to Work	Mean	Descriptive Rating
1. The teachers in our school believe that even in this fast-changing world, sincerity, hard work, and integrity continue to be the golden keys to success in one's work life.	3.574	Very High
2. The teachers in our school feel a moral obligation to give a full day's work for a full day's pay.	3.535	Very High
3. The teachers in our school believe that one should never be late for work unless there is some real emergency.	3.568	Very High
Overall Mean	**3.559**	**Very High**

As shown in Table 7, the item 'The teachers in our school believe that sincerity, hard work, and integrity continue to be the golden keys to success in one's work life' achieved the highest mean of 3.574, falling under a very high rating. Not far behind are 'The teachers in our school believe that one should never be late for work unless there is some real emergency' and 'The teachers in our school feel a moral obligation to give a full day's work for a full day's pay', which garnered means of 3.568 and 3.535, respectively, both described as very high. Overall, moral approach to work yielded a very high mean rating of 3.559.

Intrinsic Work Motivation. Table 8 presents the result of the level of work ethics of teachers in terms of intrinsic work motivation.

Table 8

Level of Work Ethics of Teachers in terms of Intrinsic Work Motivation

Intrinsic Work Motivation	Mean	Descriptive Rating
1. The teachers in our school believe that a job well done is a reward in itself.	3.626	Very High
2. The teachers in our school welcome jobs that involve greater responsibility and challenge as they contribute to their learning and growth.	3.574	Very High
Overall Mean	**3.600**	**Very High**

Table 8 reveals that the item 'The teachers in our school believe that a job well done is a reward in itself' emerged as the highest-rated with a mean of 3.626, classified as very high. Complementing this, the item 'The teachers in our school welcome jobs that involve greater responsibility and challenge as they contribute to their learning and growth' followed with a mean of 3.574, also rated very high. As a whole, intrinsic work motivation produced an average mean of 3.600, reflecting a very high descriptive rating.

Summary on the Level of Work Ethics of Teachers

Presented in Table 9 is the level of the work ethics of public school teachers based on the three identified indicators – work as central life, moral approach to work, and intrinsic work motivation.

Table 9

Summary of the Level of Work Ethics of Teachers

Indicators	Mean	Descriptive Rating
1. Work as Central Life	3.396	High
2. Moral Approach to Work	3.559	Very High
3. Intrinsic Work Motivation	3.600	Very High
Overall Mean	**3.518**	**Very High**

The summary table shows that the indicator 'Intrinsic Work Motivation' posted the highest mean of 3.600, receiving a very high descriptive rating. Trailing closely behind is 'Moral Approach to Work', which posted a mean of 3.559, also categorized as very high. Meanwhile, the item 'Work as Central Life' posted a mean of 3.396 and was rated high, placing it slightly below the other indicators in terms of teacher work ethics. Taken together, the work ethics of teachers yield an overall mean of 3.518, which corresponds to a very high descriptive rating.

Test of Null Hypotheses

Table 10 presents the relationship between the organizational commitment and work ethics of public school teachers.

Table 10

Relationship of Organizational Commitment and

Work Ethics of Public School Teachers

Pearson Correlations

		Organizational Commitment	Work Ethics
Organizational Commitment	Pearson's r		
	p-value		
Work Ethics	Pearson's r	0.083	
	p-value	0.355	

It can be gleaned from Table 10 that the relationship between organizational commitment and work ethics did not reach statistical significance. Specifically, the analysis yielded a Pearson correlation coefficient of 0.083 and a p-value of 0.355, which is notably greater than the standard threshold of 0.05, indicating a not significant correlation and insufficient evidence to reject the null hypothesis.

Influence of Organizational Commitment on the Work Ethics of Teachers

Table 11 shows the influence of each dimension of organizational commitment on the work ethics of public school teachers.

Table 11

Influence of Organizational Commitment on the Work Ethics of Teachers

Pearson Correlations

		Work Ethics	Norma	emotion	continuan
Work Ethics	Pearson's r	—			
	p-value	—			
Norma	Pearson's r	-0.014	—		
	p-value	0.878	—		
emotion	Pearson's r	-0.051	0.284	—	
	p-value	0.572	0.001	—	
continuan	Pearson's r	-0.051	0.284	1.000	—
	p-value	0.572	0.001	< .001	—

As reflected in Table 11, none of the dimensions of organizational commitment, namely normative commitment, emotional commitment, and continuance commitment, were found to exhibit significant relationships with work ethics (p > .05). Specifically, normative commitment yielded a Pearson r of -0.014

with a p-value of 0.878, suggesting no measurable influence on teachers' work ethics. Similarly, emotional commitment posted a Pearson r of -0.051 and a p-value of 0.572, which indicates that this variable also does not significantly affect work ethics.

Likewise, continuance commitment registered an identical Pearson r of -0.051 with a corresponding p-value of 0.572, further confirming the absence of a statistically significant connection between the variables.

4. Discussion

Presented in this chapter are the discussions on the data, conclusion, and recommendations on the variables of the study.

4.1 Discussions on the Level of Variables

Level of Organizational Commitment of Public School Teachers in terms of Normative Commitment. Teachers rated high in normative commitment, indicating that many perceive loyalty to their schools as a moral obligation. Responses revealed that teachers strongly believe it is important to remain in their institutions out of duty and ethical responsibility. The highest ratings centered on items that emphasized loyalty and consistency in service. This reflects a culturally ingrained sense of dedication, consistent with norms found in public education settings.

As Diamante et al. (2024) pointed out, normative commitment is rooted in moral beliefs shaped by institutional support and shared values, which foster long-term professional allegiance. Cabanilla et al. (2024) emphasized that professional development and mentorship amplify teachers' sense of responsibility, thereby reinforcing institutional loyalty. Elyashiv and Gal (2021) added that when normative and affective commitment co-exist, it leads to higher retention and professional engagement.

Level of Organizational Commitment of Public School Teachers in terms of Emotional Commitment. Teachers also scored high in emotional commitment, showing they feel emotionally attached to their schools. The data highlighted strong bonds, with respondents expressing that their schools feel like families and are important to them on a personal level. Such emotional ties contribute to job satisfaction and greater willingness to support school initiatives. The presence of these feelings reinforces emotional stability and long-term engagement.

According to Li et al. (2024), emotional intelligence and workplace relationships significantly strengthen emotional commitment and reduce burnout. Suyatno et al. (2022) emphasized that emotionally committed teachers often go beyond their required duties because they find meaning and fulfillment in their roles. This emotional investment shapes resilient professionals who can positively influence student engagement and learning.

Level of Organizational Commitment of Public School Teachers in terms of Continuance Commitment. Continuance commitment was rated high, though slightly lower than the other indicators. Teachers agreed they would remain in their jobs due to external factors such as economic considerations and limited alternatives. The results reflected the practical realities many teachers face, including the perceived cost of leaving and uncertainty about finding similar opportunities elsewhere.

Del Carmen Martínez Serna and Vega Martínez (2023) caution that high continuance commitment may not always equate to motivation or job satisfaction. Bading (2022) suggested that providing career advancement and growth opportunities could shift this form of commitment from necessity-driven to value-driven. Therefore, school leaders must recognize continuance commitment as a retention mechanism, while addressing intrinsic factors to enhance its motivational effect.

Summary on the Level of Organizational Commitment of Public School Teachers. The overall level of organizational commitment among public school teachers was rated high. Among the three indicators, normative commitment received the highest rating, followed closely by emotional commitment, and lastly, continuance commitment. These results show that teachers largely remain committed to their institutions due to a deep sense of moral duty and emotional attachment, while their practical reasons for staying, such as financial security, are present but less dominant.

Ertas and Ozdemir (2024) explain that organizational commitment strongly correlates with teacher engagement, motivation, and instructional quality. Teachers with high normative and emotional commitment tend to invest more in student success and institutional growth. Furthermore, Xu and Pang (2024) emphasize that authentic leadership and psychological well-being positively influence organizational commitment by fostering respectful, emotionally supportive school environments.

Level of Work Ethics of Teachers in terms of Work as Central Life. Teachers showed high levels of work as central life interest, indicating that many see teaching as a major part of their personal identity. The highest-rated items revealed that teachers value creativity and personal fulfillment in their roles. However, the slightly lower ratings on working without financial need suggest that while teachers are passionate, they still recognize boundaries between work and personal life. This dimension reflects the deep professional pride teachers associate with their roles.

Eloor and Menon (2024) argued that when work is tied to self-identity, teachers become more engaged and committed, although they may be vulnerable to burnout if not supported. Doan et al. (2024) emphasized the need for schools to help teachers balance dedication with wellness to sustain their passion over time. By affirming their role as central to life satisfaction, teachers contribute to strong learning environments, but they also need systems that preserve their well-being.

Level of Work Ethics of Teachers in terms of Moral Approach to Work. Moral approach to work scored very high, showcasing teachers' strong ethical orientation. Respondents stressed punctuality, sincerity, and giving full effort as daily non-negotiables. These results highlight a robust sense of

integrity and fairness in professional conduct, which enhances trust and modeling behavior among students and staff. Teachers appear to be guided by deeply held ethical values that frame their work practices.

Cui et al. (2024) noted that moral work principles support inclusive and student-centered classrooms, encouraging positive student development. Pressley et al. (2025) added that schools thrive when teachers uphold strong ethical standards, especially in complex environments. These high ratings reflect a culture where professional integrity is embedded and actively practiced by educators.

Level of Work Ethics of Teachers in terms of Intrinsic Work Motivation. Intrinsic work motivation received the highest rating among all indicators, with teachers expressing deep enjoyment in teaching and personal growth. Most agreed that a job well done is its own reward, and welcomed challenging tasks that promote development. This reflects a highly driven workforce where fulfillment stems from teaching itself, not just external rewards or recognition. Such motivation ensures long-term engagement and innovation in the classroom.

Zhao et al. (2025) asserted that intrinsic motivation is linked to creativity, resilience, and ethical behavior in teaching. Assaf and Antoun (2024) emphasized that this form of motivation leads to deeper job satisfaction than extrinsic factors. The findings affirm that teachers thrive when they find purpose and autonomy in their work, making intrinsic motivation a vital force in ethical and effective education.

Summary on the Level of Work Ethics of Public School Teachers. Public school teachers exhibited a very high level of work ethics. Among the three indicators, intrinsic work motivation posted the highest mean, followed by moral approach to work, while work as central life interest received a slightly lower rating, though still considered high. These results suggest that teachers are driven by internal passion for teaching, uphold strong ethical standards, and view their profession as a meaningful aspect of their identity, although some might still differentiate between personal life and career scope.

Zhao et al. (2025) underscore the power of intrinsic motivation in enhancing teacher performance and ethical conduct, especially when aligned with growth opportunities and professional autonomy. Similarly, Cui et al. (2024) found that teachers' moral approach to work promotes classroom fairness and fosters a positive school climate. Eloor and Menon (2024) also support the centrality of work in teacher identity, linking this perception to increased engagement and student-centered practices.

Relationship between Organizational Commitment and Work Ethics of Teachers. The study revealed no statistically significant relationship between organizational commitment and work ethics among public school teachers. Although both variables were individually rated high to very high, the low correlation coefficient and the p-value above 0.05 indicate that organizational commitment does not directly predict or associate with the level of teacher work ethics. This suggests that while teachers may feel institutionally loyal or emotionally invested, these feelings may operate independently from their moral conduct and intrinsic motivation in professional practice.

Ndubueze and Obiekwe (2025) assert that organizational culture and justice may shape work ethics more directly than commitment alone. Their findings suggest that fairness, shared leadership, and professional autonomy play crucial roles in aligning commitment with ethical standards. Bogler and Somech (2024) also highlight that while affective commitment contributes to job satisfaction, it does not always guarantee ethically consistent behavior, especially if institutional support or moral modeling are lacking. Thus, work ethics may be more rooted in personal values, emotional intelligence, and collaborative climate than in formal commitment metrics.

Influence of Organizational Commitment on Work Ethics of Teachers. Based on regression results, none of the three dimensions of organizational commitment, normative, emotional, and continuance, significantly influenced teachers' work ethics. Normative commitment, emotional commitment, and continuance commitment did not show measurable effects on how teachers approach work ethically. This finding implies that teachers' ethical behavior may be shaped less by institutional loyalty and more by personal moral frameworks, role perception, or even external factors such as leadership style and professional development.

Bogler and Somech (2024) note that affective commitment enhances intrinsic motivation, but its influence on ethical practice depends heavily on school climate and leadership modeling. Likewise, Ndubueze and Obiekwe (2025) emphasize that organizational commitment contributes to a sense of duty, but without systems that promote autonomy, collaboration, and fairness, ethical conduct may plateau. This reinforces the idea that ethical teaching thrives when both personal conviction and institutional culture converge, rather than from commitment alone.

5. Conclusion

Based on the results, it was indicated that while public school teachers exhibited high levels of organizational commitment and very high levels of work ethics across indicators, no statistically significant relationship was found between the two constructs. Teachers demonstrated strong normative and emotional attachment to their institutions, and likewise upheld intrinsic motivation, moral responsibility, and professional integrity in their work. However, these domains appeared to operate independently, suggesting that organizational commitment may not directly influence ethical professional behavior.

Among the dimensions of commitment, normative belief in loyalty and emotional connection to the school scored highest, yet did not predict higher levels of ethical conduct. Similarly, continuance commitment, although present, showed no substantial impact on work ethics. Teachers' ethical principles, especially intrinsic motivation and moral adherence, were found to be shaped more by individual value systems and personal fulfillment than by institutional ties or longevity.

The results suggest that while organizational commitment contributes to workforce stability and institutional loyalty, ethical work practices may be sustained through reflective professionalism, leadership modeling, and intrinsic purpose. Work ethics thus appear to be driven more by internal drivers and role perception than organizational allegiance.

Moreover, the findings highlight that strengthening work ethics within schools may require more than retention strategies, it calls for empowering teachers through autonomy, ethical leadership, and values-based development programs. Supporting environments must go beyond fostering loyalty, ensuring that professional growth is coupled with emotional investment and ethical engagement to cultivate a resilient and principled teaching force.

6. Recommendations

Based on the conclusions derived from the results of the study, the following recommendations are hereby presented:

1. School leaders are encouraged to cultivate institutional practices that reinforce emotional and normative commitment among teachers. This may include recognition programs, mentorship structures, and shared decision-making to enhance feelings of belonging, moral obligation, and loyalty, fostering commitment that supports retention and morale even when work ethics are independently sustained.

2. The Department of Education (DepEd) should design and implement professional development initiatives that emphasize values-based leadership, ethical practice, and intrinsic motivation. Since work ethics were found to be highly driven by personal values rather than organizational ties, training modules should include emotional intelligence, ethical frameworks, and reflective practice to deepen professional identity and ethical decision-making.

3. School administrators shall ensure that leadership models, especially those aligned with the ethic of care and professionalism, are practiced consistently. Since organizational commitment does not inherently influence ethics, intentional leadership behavior can serve as the bridge between policy and principled practice. Modeling ethical standards reinforces teachers' internal moral compass and promotes respectful, high-integrity learning environments.

4. Collaboration among teachers should be actively promoted to strengthen collective efficacy and ethical culture. Peer networks and professional learning communities can foster shared ethical standards, amplify intrinsic motivation, and encourage best practices, regardless of organizational constraints. These structures align with findings that ethical conduct flourishes in value-driven, collegial environments.

5. Local policy makers and school heads should consider revisiting retention strategies to include not only tenure and stability, but also opportunities for growth and meaningful engagement. Since continuance commitment alone does not correlate with strong work ethics, it is vital to provide advancement tracks, job enrichment, and autonomy that reinforce ethical alignment and role satisfaction.

6. Future research and school-based interventions should explore the deeper psychosocial and contextual determinants of teacher work ethics. This includes exploring the roles of emotional resilience, self-efficacy, and school climate to better understand how ethics can be promoted independent of formal commitment metrics. Doing so can guide more responsive, equity-centered policy decisions.

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