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**UPLAND SCHOOL TEACHERS' JOB COMMITMENT AND ITS  
RELATIONSHIP TO THEIR JOB MOTIVATION**

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**ABSTRACT**

This descriptive-correlational research study determined the levels of upland school teachers' job commitment and motivation in the Municipality of Leon during the school year 2022-2023. The level of job commitment of teachers as a group was highly committed and when grouped according to age, sex, length of service, and educational attainment were highly committed on the other hand, when grouped according to civil status, those who were single were moderately committed while those who are married were highly committed. Teachers as a group were highly motivated and also highly motivated when grouped according to length of service, civil status, and educational attainment but when classified according to age and sex, younger and male teachers were moderately motivated while the older and female teachers were highly motivated. The results indicated that there were no significant differences in the levels of job commitment and motivation of teachers when grouped according to age, sex, length of service, civil status, and educational attainment. There was no significant association between teachers' levels of job commitment and job motivation.

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**Keywords:** *Upland School Teachers, Job Commitment, Relationship, Job Motivation*

## INTRODUCTION

Teachers hold a vital position in education, particularly impacting the lives of students in upland schools, serving as a cornerstone of our nation. The effectiveness of a teacher stands out as a crucial element, influencing performance and the achievement of high-quality education. Success in education places a significant emphasis on the commitment of teachers, as they fulfill their professional duties and achieve their educational objectives.

Dedicated educators play a crucial role in ensuring excellence in education and the academic achievements of students. A proficient teacher should exhibit commitment not just to their students but also to the teaching profession as a whole. Therefore, a committed teacher should possess specific qualities to carry out their responsibilities with efficiency and effectiveness. In the Philippines, the education system grapples with a shortage of teaching resources, and educators face persistent challenges in delivering quality basic education in rural areas. The conditions of remote schools necessitate passionate and committed teachers who can offer essential services. These educators often need to navigate challenging terrains. Some use a motorcycle while others walk for kilometers on end through slippery or muddy trails to reach their respective schools.

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In the Schools District of Leon II, numerous educators are designated to upland regions. An assignment that proves challenging for them due to issues of accessibility and the considerable distance between their homes and schools. For some teachers, commuting is a daily necessity, involving the use of motorbikes to reach their school stations. This routine poses potential risks, particularly during adverse weather conditions, potentially impacting the effectiveness of lesson delivery. Moreover, some teachers encounter challenges in optimizing a below-average classroom size, particularly in the context of multi-grade classes.

Most of the teachers assigned in the upland in the Municipality of Leon are not residents of the place. They have been assigned there either because they are newly hired teachers or because the teacher-item available is for the said school.

Many teachers assigned in the upland school feel disappointment whenever they share their experiences as far-flung or remote teachers. Apart from the travel risks involved, there are still several more disadvantages of teaching in an upland school. One is classroom safety. Usually, these schools only use temporary learning spaces. Another is that learners in these schools are not properly trained in using modern educational technology. There is also the issue of delayed submission of reports due to the considerable distance from the district. Teachers often encounter difficulty when there is an unexpected bad weather condition such as heavy rainfall resulting to a landslide from upland areas.

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On the upside, there are also teachers assigned in upland schools who enjoy doing something for the community, exploring the place, and facing new challenges and opportunities. They acquire knowledge about the local culture, realize their passion in teaching, and strengthen their understanding about the real situation of the learners in the upland schools.

The researcher experienced both these disadvantages and advantages. The advantages are that there is a limited number of learners, a limited number per grade level, and that engagement with the community can easily be achieved. However, among the disadvantages teaching in the upland school are that reports cannot be immediately made and electronically submitted on time, riding on a motorcycle for more than an hour of travel can be very risky and spending personal money for transportation can be quite expensive.

The performance of the teachers depends usually on their level of job commitment and motivation which relatively depends also on the schools where these teachers are assigned.

## MATERIALS AND METHODS

### Research Methodology

This chapter presents the research method, research design, study respondents, sampling design, data gathering procedures, research instrument, and the data analysis and statistical tools employed in the study. This study aimed to find out the levels of job commitment and job

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motivation among upland school teachers in the Municipality of Leon, during the School Year 2022-2023.

## Research Method

The study employed a descriptive method within the category of descriptive studies. As outlined by Fraenkel and Wallen (2007), this approach is utilized to comprehensively depict a specific state of affairs. The collected data aimed to evaluate the levels of job commitment and job motivation among teachers in the Municipality of Leon.

## Research Design

The research utilized a descriptive-correlational research design, which is fitting when the research aims to identify the significant relationships between specific variables or events. It seeks to determine the direction and extent of differences among various variables within the studied population.

In accordance with Fraenkel and Wallen (2007), a descriptive-correlational research design illuminates the extent of the relationship between two or more quantitative variables, achieving this through descriptive analysis.

The researcher deems this design suitable as it enables the investigation of the significant relationship between teachers' levels of job commitment and job motivation.

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## Respondents of the Study

The respondents of the study were the 50 purposely chosen teachers who were assigned in upland schools of the 2 Schools Districts in the Municipality of Leon in which, 25 were from each schools' district.

The data is presented in Table 1.

**Table 1**

*Distribution of Respondents by Schools in the Municipality of Leon*

Schools Districts	Teachers in Upland Schools N
1. Apian Elementary School	5
2. Asian Victoria Elementary school	5
3. Cananaman Integrated School	5
4. Pepe Lonoc Elementary School	5
5. Tacuyong Elemntary School	5
6. Banagan Elementary School	5
7. Bucari Elementary School	5
8. Cabunga-an Elementary School	5
9. Danao Elementary School	5
10. Mali-ao Elementary School	5
Total	50

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## Sampling Design

To getting the equal sample size in every school's district, considering that the entire population is too large, quota sampling design was used.

Quota sampling, as defined by Stephanie (2015), involves selecting a highly tailored sample in proportion to a specific characteristic or trait of a population. The population is segmented into groups, also known as strata, and samples are drawn from each group to fulfill a predetermined quota. Rigorous attention is given to preserving the accurate proportions that are representative of the overall population. Quota sampling relies on the researcher's judgment and is classified as a non-probability sampling technique.

## Data Gathering Procedures

The instrument used to gather data was an adopted researcher-questionnaire.

Permits from the Schools Division Superintendent, District Supervisors, and School Heads were acquired to enable the researcher to undertake the study. The researcher went to the different Schools Districts, passing through the Schools District offices for proper protocol. The researcher personally distributed the questionnaires in the morning to the actual number of respondents then gave them ample time to answer. While the respondents were answering the questionnaires in a particular school, the researcher went to other upland schools of two Districts of the Municipality of Leon to conduct the same. After distributing all questionnaires to targeted

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schools as scheduled for the day, gathering of instruments were done immediately in the afternoon. The same procedures were observed in other Schools in the Municipality of Leon.

## Research Instrument

The instrument used to gather data was an adopted from the study of Almonte (2020).

The instrument has 3 parts. Part 1 focuses on gathering personal profile information from the respondents needed in the study. It includes the name of the respondent, which is optional, name of Schools District, age in years, sex, length of service, civil status, and educational attainment.

Part 2 is for the teachers' level of job commitment which has 25 items. The respondents rated their level of job commitment based on the different statements by checking the appropriate column of their ratings. Their responses were rated according to the rating and description below:

Rating	Description
5	Very Highly Committed
4	Highly Committed
3	Moderately Committed
2	Slightly Committed
1	Not Committed

Part 3 is for the teachers' level of job motivation which has 21 items. The respondents rated their level of job motivation based on the different statements by checking the appropriate

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column of their ratings. Their responses were rated according to the rating scale and description/interpretation below:

Rating	Description
5	Strongly Agree (SA)
4	Agree (A)
3	Neither agree nor disagree (NAND)
2	Disagree (DA)
1	Strongly Disagree (SD)

### Data Analyses

The research instrument was reproduced according to the number of study respondents. Following the collection of completed questionnaires, the data underwent organization, computation, and tabulation using suitable statistical tools. The information was then processed through the Statistical Package for Social Sciences (SPSS) software application.

The results were interpreted based on the scale of means and its description.

For teachers' level of job commitment:

Rating	Description
4.21 - 5.00	Very Highly Committed
3.41 - 4.20	Highly Committed
2.61 - 3.40	Moderately Committed
1.81 - 2.60	Slightly Committed
1.00 - 1.80	Not Committed

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For teachers' level of job motivation:

Rating	Description
4.21 - 5.00	Very Highly Motivated
3.41 - 4.20	Highly Motivated
2.61 - 3.40	Moderately Motivated
1.81 - 2.60	Slightly Motivated
1.00 - 1.80	Not Motivated

## RESULTS AND DISCUSSIONS

The study assessed the levels of upland school teachers' job commitment and motivation in the Municipality of Leon for academic year 2022-2023.

The study used descriptive method specifically descriptive-correlational research design.

The respondents of the study were the 50 purposely chosen teachers who were assigned in upland schools of the 2 schools district in the Municipality of Leon, in which 25 were coming from each school's district. These respondents were categorized according to their age, sex, civil status, length of service, and educational attainment.

The instrument used to gather data was an adopted researcher-made instrument from the study of Almonte (2020) composed of three parts namely; personal profile, job commitment, and job motivation.

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The study utilized both descriptive and inferential statistics. Descriptive statistics included frequency count, percentage, and mean, while inferential statistics involved the Mann-Whitney U test and Spearman rho, set at a significance level of 0.05.

The following are the findings of the study.

The job commitment level of teachers as a group was highly committed. When they were classified according to age, both old and young teachers also male and female teachers were highly committed.

On the other hand, when teachers were categorized as to civil status, single teachers have moderate commitment while married teachers possessed high level of commitment.

In terms of length of service, teachers with shorter and longer years in service as well as teachers with Master's degree and Baccalaureate degree were highly committed.

Moreover, the results revealed that there were no significant differences between the levels of job commitment of teachers when they are grouped according to age, sex, civil status, length of service, and educational attainment.

Teachers as a group were highly motivated to do their teaching job. When they were clustered according to age, younger teachers were moderately motivated while the older teachers were highly motivated.

Likewise, when the respondents were grouped according to sex, the male teachers were moderately motivated while the female teachers were highly motivated.

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As to the length of service, both teachers with shorter and longer years of service, same with single and married teachers, and graduate of Bachelor's degree and Master's degree were highly motivated to their teaching tasks.

Furthermore, no significant differences existed in the job motivation levels of teachers grouped as to sex, age, civil status, length of service, and educational attainment.

Finally, negative, low association and not significant existed between teachers' levels of job commitment and job motivation.

## CONCLUSION

Based on the results of the study, the following conclusions are drawn:

Generally, elementary teachers are highly committed in doing their responsibilities as teachers. They easily accept, highly involve, and strictly adhere to the school's norms, objectives, and goals. They manifest prompt preparation, and evaluation of instructions, and responsive to issues related to the school and academic development of students.

The moderate job commitment level of single teachers could be attributed to their nature that they want to explore other professions with less responsibilities.

The no significant differences in the teachers age, sex, civil status, length of service, and educational attainment connote that the job commitment levels of the teachers would also not vary.

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As a group, elementary teachers are highly motivated as mentors. They take great pleasure and professionally fulfilled in teaching. They are challenged to foster academic development by delivering knowledge and skills to learners.

Young and male teachers moderate job motivation level could be credited to their less prepared to handle learners with varied personalities,

Furthermore, the elementary teachers age, sex, civil status, length of service, and educational attainment do not have an impact on their job motivation levels.

Moreover, it can be gleaned that elementary teachers feelings of being responsible to the assigned task do not correlate with their inclination or readiness to undertake the action. They can be committed but not motivated in the performance of their responsibilities.

## RECOMMENDATIONS

Based on the study findings, the researcher proposes the following recommendations:

Teachers are encouraged to further improved their commitment and motivation while fulfilling their duties and responsibilities in consonance with the expectations of the Department of Education and the broader educational community.

Teachers should practice self-commitment and self- motivation in order to develop professionally.

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The school heads should assess the effectiveness of their supervisory plan in order to sustain/improve the good performances of their teachers.

The school heads should be observant of the attitude of the teachers and the existing organizational climate in order to give timely and appropriate intervention when necessary.

The school heads should motivate teachers by providing constructive feedback and leading by example through diligent work.

The school heads should Institutionalized Program on Recognition and Awarding of Outstanding Teachers Performances based on Established Criteria and should be disseminated to all concerns with appropriate Incentives.

School administration should also consider implementing Professional Development Programs and workshops to enhance teachers' skills to keep them updated with the latest teaching methodologies and educational trends.

School heads should collaborate with stakeholders who can extend assistance to teachers by sending them in seminars and research fora to further harness their capabilities.

The District Supervisor should involve school heads in supervisory activities, covering the different aspects to equip them with the needed skills in order to provide appropriate technical assistance to their respective teachers.

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Similar studies are encouraged in other areas using different variables, which are not included in the present study to discover other significant outcomes related to teachers' commitment and motivation.



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