



TEACHING PERSONNEL'S ORGANIZATIONAL SATISFACTION AND WORK COMMITMENT IN PRIVATE SECONDARY SCHOOLS

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ABSTRACT

The findings showed that most respondents were young, female, single, and early in their teaching careers. Teachers reported a satisfactory level of organizational satisfaction, particularly in work environment and administrative support, and a high level of work commitment, especially in normative commitment. This reflects a strong sense of responsibility and obligation toward their institution. A significant relationship was found between organizational satisfaction and work commitment, indicating that higher satisfaction leads to stronger commitment. However, no significant differences were observed across demographic variables such as age, sex, civil status, and years of service.

The main challenge identified was difficulty in balancing workload and personal life, affecting teachers' well-being and productivity. Despite this, teachers remained committed to their roles. Based on the findings, Project CARE (Compensation, Assistance, Recognition, and Engagement) was proposed to improve satisfaction and strengthen commitment through enhanced support, recognition, and engagement initiatives.

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The study employed a quantitative-descriptive research design using a researcher-made questionnaire as the primary data-gathering instrument. A total of 146 teaching personnel were selected from a population of 233 through Raosoft sampling. The instrument consisted of four parts: demographic profile, organizational satisfaction, work commitment, and challenges encountered. It underwent expert validation, pilot testing, and reliability testing using Cronbach's Alpha to ensure internal consistency. Data were collected via Google Forms with approval from school principals and were analyzed with the assistance of a statistician using appropriate statistical tools.

This study investigated the organizational satisfaction and work commitment of teaching personnel in private secondary schools in Congressional District 2, Division of Batangas, using a descriptive research design. It highlighted that teachers' satisfaction in terms of salary, work environment, professional growth opportunities, and administrative support plays a crucial role in shaping their commitment, performance, and retention within the institution. To ensure an adequate and representative sample, the Raosoft sample size calculator was used with a 95% confidence level and a 5% margin of error, resulting in 146 respondents drawn from a total population of 233. Data were gathered through a validated researcher-made questionnaire distributed via Google Forms. The collected data were analyzed using statistical tools such as frequency, percentage, weighted mean, and correlation analysis.

The findings showed that most respondents were young, female, single, and early in their teaching careers. Teachers reported a satisfactory level of organizational satisfaction,

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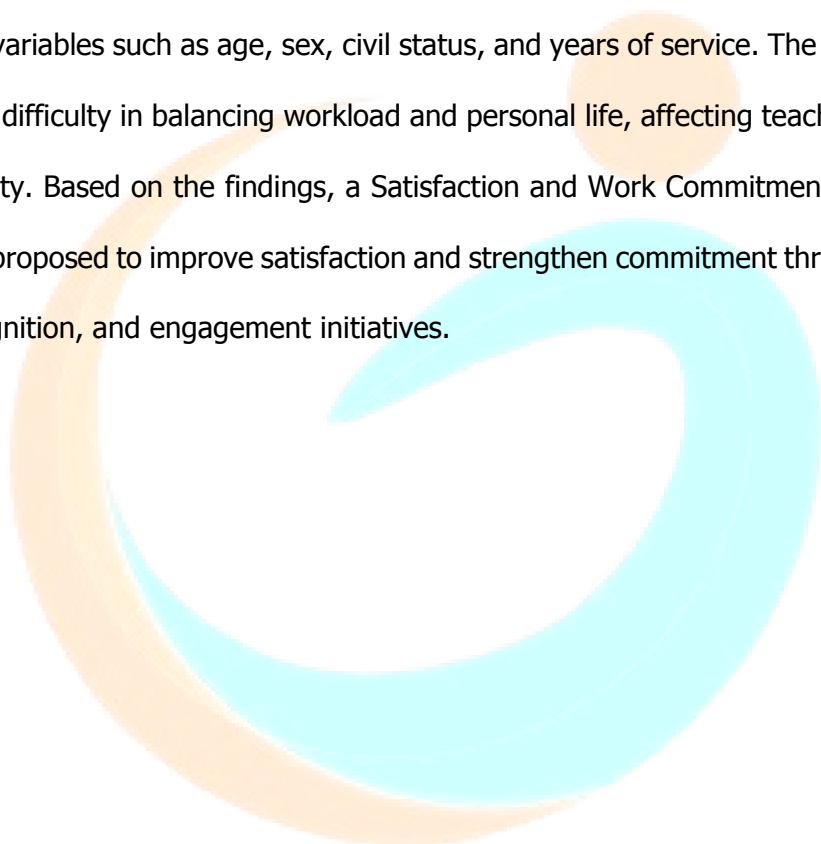
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particularly in work environment and administrative support, and a high level of work commitment, especially in normative commitment. This reflects a strong sense of responsibility and obligation toward their institution. A significant relationship was found between organizational satisfaction and work commitment, indicating that higher satisfaction leads to stronger commitment. However, no significant differences were observed across demographic variables such as age, sex, civil status, and years of service. The main challenge identified was difficulty in balancing workload and personal life, affecting teachers' well-being and productivity. Based on the findings, a Satisfaction and Work Commitment Enhancement Program was proposed to improve satisfaction and strengthen commitment through enhanced support, recognition, and engagement initiatives.



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