

ORGANIZATIONAL Climate and Motivation at Work as Determinants of Technical Vocational Livelihood Teacher Commitment in Public Schools in Region XI

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ABSTRACT

This study explored Technical Vocational Livelihood (TVL) teacher commitment as determined by organizational climate and motivation at work using the quantitative design. As such, TVL teachers were purposively chosen from the selected public secondary schools in Region XI. On one hand, the quantitative phase of the study was conducted using validated questionnaires. The results were then analyzed using mean, standard deviation, and multiple linear regression. Data revealed that the status of organizational climate was described as very high, indicating that a conducive organizational climate is always evident. Similarly, the status of motivation at work was very high, which means that the motivation at work of teachers is always manifested. Lastly, the status of teacher commitment was also rated very high, signifying that teacher commitment is always observed.

KEYWORDS: *Education, technical vocational livelihood teacher commitment, organizational climate, motivation at work, Philippines*

INTRODUCTION

Teacher commitment is a critical factor in educational effectiveness because it influences instructional quality, student achievement, and overall school performance. Commitment reflects teachers' emotional attachment to their institutions, their willingness to uphold organizational goals, and their dedication to student learning (Heinz, 2015). However, recent studies indicate that teacher commitment has become increasingly vulnerable to various professional and organizational challenges. Factors such as limited career

advancement opportunities, poor quality of work life, excessive workload, and feelings of alienation within schools have been associated with declining levels of teacher commitment (Akar, 2018; Low et al., 2022). This trend raises concerns because committed teachers play a vital role in fostering positive learning environments and sustaining educational quality (Sokal et al., 2021).

International literature consistently highlights the challenges affecting teacher commitment across educational systems. Studies conducted in different countries reveal that inadequate compensation, limited professional support, lack of empowerment, and insufficient recognition often weaken teachers' commitment to their institutions (Dahiru & Jafar, 2020; Swarnalatha, 2016). Similarly, teachers with limited professional experience tend to demonstrate lower levels of commitment due to weaker emotional attachment to their schools and profession. These findings suggest that both organizational and motivational factors significantly shape teachers' willingness to remain engaged and dedicated in their work.

The Philippine context reflects similar concerns. Teachers frequently face challenges related to compensation, workload, administrative demands, and limited career opportunities, which may reduce their commitment to the profession (Anog et al., 2014; David et al., 2019). Teacher migration and turnover further exacerbate these concerns, resulting in staffing shortages, increased workloads for remaining teachers, and potential disruptions in instructional quality (Anog et al., 2024). These realities underscore the need to examine factors that can strengthen teacher commitment and support teacher retention within the educational system.

At the local level, studies in the Davao Region have also documented issues affecting teacher commitment. Delima (2015) reported that excessive workload demands contributed to reduced professional commitment among teachers and negatively influenced their work performance. Such findings highlight the importance of understanding workplace conditions that either strengthen or weaken teachers' dedication to their profession and institutions.

Although previous studies have separately examined the relationships between organizational climate and teacher commitment, as well as motivation and teacher commitment, limited research has explored the combined influence of these variables, particularly among Technical Vocational Livelihood (TVL) teachers in Philippine public schools. This gap restricts the availability of

evidence that can guide school leaders and policymakers in developing interventions tailored to the unique needs of TVL teachers. Addressing this gap is important because understanding how organizational climate and motivation jointly influence teacher commitment may provide a more comprehensive basis for strengthening teacher retention, professional engagement, and educational quality.

Research Questions

1. What is the status of organizational climate, motivation at work, and teacher commitment as perceived by the participants?
2. Do the combined and singular influence of organizational climate and employee motivation towards teacher commitment significant?

METHODOLOGY

Research Design. This study utilized a descriptive-correlation design, the researcher used correlational statistics to describe and measure the degree, level or relationship between two or more variables or sets of scores (Creswell, 2013). In this context, these variables were the organizational climate and motivation which were the independent variables, as well as teacher commitment which was the dependent variable of the study.

Research Locale. The study was conducted in Region XI, commonly known as the Davao Region. Located in the southeastern part of Mindanao, the Davao Region encompasses an area of 20,357.42 square kilometers. It includes the five provinces of Davao del Sur, Davao del Norte, Davao Oriental, Davao de Oro, and Davao Occidental.

Participants. The participants of the study were full-time Technical Vocational Livelihood (TVL) public secondary school teachers in Region XI, with at least three years of experience in teaching in their respective institutions. Those who are teaching less than three years are not qualified to participate in the study, hence, they will be excluded in the study.

Instruments. The researcher used three adapted questionnaires to measure the variables that are featured in this paper. The first tool that was utilized to collect the respondents' data on their perceived organizational climate was highly adapted from the study of Noordin et al. (2010). The questionnaire

used a five-point Likert scale that represents how the respondents relate to statements, signifying 5–strongly agree, 4–agree, 3–somewhat agree, 2–disagree, and 1–strongly disagree. Meanwhile, the second tool that was used to measure the respondents’ data on their motivation at work as teachers which was adapted from the study of Gagné et al. (2010). The mentioned tool is also a five-point Likert scale with a total of 20 items. Aside from these, the third tool that was used to measure the respondents’ data on their commitment as teachers was adapted from the study of Thien et al. (2014). Likewise, the mentioned tool employed the five-point Likert scale with a total of 20 items, which has the following indicators: commitment to students (5 items). It also has a Cronbach’s Alpha value of .75 which is described as acceptable.

Data Collection. Prior to the conduct of the study, an ethical clearance from the Dean of University of Immaculate Conception was issued to the researcher. A permit to conduct study from the DepEd XI Regional Director Office together with the letter approval of the 11 Schools Divisions of Region XI must also be secured. The researcher also wrote a letter of permission to the school principals whose schools were randomly selected to gather data.

Moreover, informed consent forms were distributed personally using a face-to-face modality. Documents and requirements such as ethical clearance from the UIC-Research Ethics Committee were also secured ahead of time.

Data Analysis. Statistical tools such as Mean, Standard Deviation, and Multiple Linear Regression were used. Mean was used to determine the degree of organizational climate, motivation at work of teachers, and teacher commitment. Standard Deviation were used to measure the degree of reliability of the statistical conclusions in relation to the variables. In addition, significant influence was utilized to determine the singular and combined influence of organizational climate and motivation to teacher commitment. As such, Multiple Linear Regression was utilized to measure the singular and combined influence of organizational climate and employee motivation towards teacher commitment.

Ethical Considerations. Ethical procedures were observed in the conduct of this study. The paper was evaluated by the University of Immaculate Conception Research Ethics Committee (UIC-REC) with a Protocol Code GS-0094-02-04 FULLBOARD to review whether the study adhered to the ethical standards of the University. This was carried out to avoid any harm or malicious acts that might be experienced by the respondents.

RESULTS AND DISCUSSION

Presented in this chapter are the analysis and interpretation of the findings of technical vocational livelihood teachers in Region XI concerning their commitment. The quantitative descriptive data is presented.

Status of Organizational Climate,
Motivation at Work, and
Teacher Commitment

The Status of Organizational Climate, the results show an overall mean of 4.56 described as very high which means that a conducive organizational climate is always evident. This indicates that teachers consistently perceive their work environment as supportive, collaborative, and professionally rewarding. In addition, the standard deviation of the said result, which is .16, shows that the responses of the teachers are close to the mean.

The findings in the current study revealed that the organizational climate within the public schools in Region XI was perceived to be very high among the technical vocational livelihood teachers. The very high rating on the organizational climate in the present conforms to the study of Ozen (2018), who highlighted a high level of organizational climate where teachers experienced a strong sense of belonging, collaborative interpersonal relationships, and good work performance in an institution with a positive organizational climate. These findings are aligned with the work of Vigoda-Gadot (2020), who emphasizes a high level of leadership, which is important in integrating organizational goals with employee motivation and performance. The very high ratings observed in this study indicate that school leaders are effectively fulfilling this role and are fostering an environment in which employees feel guided and supported in their work.

Table 1.1
Status of Organizational Climate

Indicators	Mean	SD	Description
Organizational Design	4.62	.59	Very High
Communication	4.56	.45	Very High
Leadership	4.47	.49	Very High
Teamwork	4.55	.39	Very High

Indicators	Mean	SD	Description
Organizational Design	4.62	.59	Very High
Communication	4.56	.45	Very High
Decision-Making	4.59	.36	Very High
Culture	4.60	.34	Very High
Job Satisfaction	4.53	.32	Very High
Motivation	4.57	.33	Very High
Overall Mean	4.56	.16	Very High

Table 1.2 elucidates the status of motivation at work of the technical vocational livelihood teachers. The overall mean is 4.60 which is described as very high meaning that the motivation at work of the teachers is always manifested.

The results indicate that the motivation level of technical vocational livelihood teachers is very high, signifying that the teachers are consistently motivated in their work, and are demonstrating enthusiasm, commitment, and a strong sense of purpose. This aligns with the notion of Kuswati (2020) where a high level of motivation at work was highlighted, particularly in how leaders use verbal and written communication to inspire and encourage their teams. The findings also align with the notion of Ahad et al. (2021) that high teacher commitment is a key driver of effective teaching and learning, where educators who demonstrate strong commitment seek out opportunities to deepen their skills and pedagogical knowledge. Their heightened engagement translates into more dynamic classroom practices and a greater willingness to innovate.

Table 1.2
Status of Motivation at Work

Indicators	Mean	SD	Description
Intrinsic Motivation	4.59	.31	Very High
Identified Motivation	4.61	.33	Very High
Introjected Motivation	4.58	.32	Very High
Extrinsic Motivation	4.62	.32	Very High
Overall Mean	4.60	.19	Very High

It is shown on Table 1.3 that the status of teacher commitment has an overall mean of 4.63 described as very high, which indicates that teacher commitment is always observed.

The results of this domain revealed that TVL teachers in Region XI exhibit a very high level of commitment to their students. As reported, they strongly agree that it is their responsibility to ensure students’ success, social well-being, and interpersonal harmony. This aligns with the findings of Ahmad (2018), who noted that affective commitment characterized by emotional attachment, involvement, and identification with one’s role, fosters long-term dedication among educators. Moreover, Fazio (2017) emphasized that emotional commitment enhances the effect of perceived organizational and supervisory support.

Table 1.3
Status of Teacher commitment

Indicators	Mean	SD	Description
Teacher Commitment to Students	4.59	.34	Very High
Teacher Commitment to Teaching	4.59	.34	Very High
Teacher Commitment to School	4.67	.32	Very High
Teacher Commitment to Profession	4.67	.30	Very High
Overall Mean	4.63	.18	Very High

Significance of the Influence of Organizational Climate and Motivation at Work towards Teacher Commitment

Table 2 shows the results of the multiple regression analysis, which is set at the level of significance, $\alpha = 0.05$ (two-tailed), which was used to examine the significance of the influence of organizational climate and motivation at work on teacher commitment. On the one hand, the standardized beta coefficient of organizational climate is .198, with a t-statistic of 3.412 and a p-value of .001, which is below the .05 significance level. This indicates that organizational climate is a significant predictor of teacher commitment. In practical terms, for every unit increase in the level of organizational climate, there is also a significant increase of .198 in teacher commitment.

Meanwhile, motivation at work was also found to be a significant predictor of teacher commitment, with a standardized beta coefficient of .212, a t-statistic of 4.332, and a p-value of .000. This elucidates that for every unit increase in motivation at work, teacher commitment also increases by .212.

Table 2
Significance of the Influence of Organizational Climate and Motivation at Work towards Teacher Commitment

	Teacher Commitment
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Individual Influence of Predictors	Standardized Coefficients	t	p-value	Remarks
Organizational Climate	.198	3.412	.001	Significant
Motivation at Work	.212	4.332	.000	Significant
Combined Influence of Predictors				
R	.309			
R ²	.095			
F	17.992			
P	.000			Significant

The findings of this study reveal that both organizational climate and motivation at work significantly influence teacher commitment. The results pertaining to the motivation at work, particularly in influencing teacher commitment also agrees with the study of Renata et al. (2018) that there is a strong relationship between motivation and teacher commitment, as emphasized by how high motivation of teachers demonstrate higher commitment in their work, which ensures the successful achievement of educational goals.

As this study affirms the influence of organizational climate and motivation at work on teacher commitment, it also has a relatively low R-square value indicates that additional factors contribute to teacher commitment. This further suggests the need for more research exploring other variables that may have a more substantial impact on teacher commitment.

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