

WORKING Conditions and Social-Emotional Competence as Determinants of Organizational Commitment among Public Secondary School Teachers in Compostela East DISTRICT

Mary Ann F. Aligato¹, Sylvia J. Pidor²

¹Graduate Student, University of the Immaculate Conception, Davao City, Philippines
maryannaligato8@gmail.com

²Graduate School Department, University of the Immaculate Conception, Davao City, Philippines
spidor@uic.edu.ph

ABSTRACT

The study utilized the quantitative research, specifically descriptive correlational design to determine the influence of working conditions and social-emotional competence on the organizational commitment of public secondary school teachers in the Division of Davao de Oro, Compostela East District. Stratified random sampling technique was employed in determining the population of the public secondary school teachers as respondents who were chosen based on the inclusion criteria. Three validated adapted questionnaires with a five-point Likert scale, were used to gather the needed data for this study. The statistical tools used were Mean, Standard Deviation, and Pearson r. Results of the study showed that the status of working conditions and organizational commitment were both rated as high while social-emotional competence was rated very high. Further, both working conditions and social-emotional competence had no significant relationship on organizational commitment.

KEYWORDS: *Education, public-school teachers, working conditions, social- emotional competence, organizational commitment, descriptive correlational, Philippines*

INTRODUCTION

For teachers, organizational commitment is not only about fulfilling job responsibilities but also about embracing teaching as a vocation, nurturing students, and contributing to the overall mission of education in their community. Organizational commitment is the desire of individuals to remain

employed with their organization (Syabarrudin et al., 2020). In addition, organizational commitment means that employees strive to be part of the organization by adopting the goals and values of the organization (Özdevecioğlu, 2003). Further, Kanter (2018) said that reports have revealed that organizational commitment of teachers is devastatingly low, with a handful of teachers revealing that they are not emotionally attached to the educational organization. Furthermore, Mkumbo (2018) averred that there are teachers who are no longer interested to spend the rest of their career in their school organization and still others want to leave the teaching profession to look for other jobs that suit their abilities and interests.

In the global context, it was noted in the study of Li et al.(2019) in China which reported teachers having lower level of organizational commitment due to excessive workload. The findings revealed that teachers who experienced high workloads, including long working hours and extensive administrative tasks, were reported to have lower levels of organizational commitment. Furthermore, in the study conducted by Garcia et al. (2020) in Spain, teachers were associated with lower organizational commitment, those who received lack of social support. Furthermore, Gedefaws (2017) conducted a study on organizational commitment in Addis Ababa and the findings showed teachers with low commitment to the organization. The result stated that the teachers had low level of engagement with their work. Salary and benefits emerged as the primary dissatisfying aspects of all the work factors which caused their low commitment to the organization. Moreover, in the study of Tadesse (2019) it stated that other causes of the low level of engagement in organization were related to poor fringe benefits and opportunities for promotion, poor management style of the principals, the lack of decision-making opportunities for teachers, lack of opportunity to develop a personality, and the poor relationships teachers had with principals and parents.

In the Philippines, a study in Vigan revealed that more than 50 percent of teachers have least degree of commitment to their work due to heavy workloads. Most of these workloads are non-teaching-related such as making of reports, coordinators, coaching, and other extra-curricular activities which limit the teachers from attending their classes regularly (Tabuso, 2017). Similar problem is experienced by some teachers in Mandaue City, and Talisay City, Cebu. As highlighted by Sanchez (2019), some public-school teachers have lessened their commitment and involvement to the organization. These teachers are compelled to perform plenty of clerical works in addition to their teaching loads which unfortunately discourage them from maximizing their time to the actual job of teaching.

Unfortunately, there were teachers in Davao City who are no longer truly committed to the organization where they belong (Mendoza, 2018). Also, a study conducted in Talomo District, Davao City, found that only 25 percent of teachers expressed commitment with their work. Other teachers said that they stay on their work because it is the only way to support their needs and not because they are committed to the organization (Castro, 2017).

Additionally, working condition is an important determinant of organizational commitment. Good working facilities and comfortable work can enhance organizational commitment of teachers (Adio & Popoola, 2010). Also, the study of Amin (2015) posited that a good working condition boosted the organizational commitment of teachers and ensured that their interest to improve on their work is sustained. Also, providing healthy working conditions help teachers accomplish tasks more efficiently which contributes to organizational commitment (Brian, 2013). More so, the challenging working conditions that teachers encounter on a daily basis include heavy workloads, limited resources, lack of support from administrator, and high level of stress (Prakash & Gautam, 2017).

Likewise, social-emotional competence influences organizational commitment (Muring, 2022). Being socially and emotionally stable helps teachers to stay in their work. In addition, research conducted by Zhang et al. (2018) found that social-emotional competency had a significant positive effect on organizational commitment. Social-emotional competency is the capacity to execute out or perform a work or task based on skills and knowledge and backed by the work attitude required for the work (Wibowo, 2007). Teachers who have social-emotional competency in work is less likely to leave their organization (Setyanungtyas et al., 2013). Also, from the study of Martini et al. (2020) concluded that social-emotional competency through knowledge, skills, and attitudes are positively influencing organizational commitment.

In order to resolve the problems on low teachers' commitment to the organization, lots of activities have been done, one is the conduct of research studies. For instance, Ni (2017) conducted a study on working conditions and commitment of organization. However, the results in her study are totally different from this research since Ni's working condition is focused on principal leadership, sense of community, autonomy in classroom, student behavior, professional development, and workloads. These are different from the present study for it is centered on time for teaching, facilities and resources, teacher empowerment, leadership, professional development, and mentoring. The study further focused on teachers' commitment whose indicators are only organizational and professional commitment of teachers which are different from

the present study whose commitment is centered on affective, continuance and normative commitments of teachers.

Based on the problems cited above, the researcher finds the need to conduct the study on the relationship between working conditions, social-emotional competence and organizational commitment of teachers. It is necessary for the researcher to establish how both working conditions and social-emotional competence affect the teachers' organizational commitment. Additionally, the researcher has failed to access studies about working conditions and social emotional competence as determinants of organizational commitment of teachers conducted in the locality of Compostela, Davao de Oro. The present study is relevant to the practice of the teaching profession since it allows both teachers and school heads to understand varied emotions of teachers and other individuals involved in the process of educating the students. The study's social value highlights that it provides teachers an opportunity to revisit instructional problems efficiently and it gives them the chance to establish and maintain positive relationships with others. The study further promotes understanding on some factors affecting teachers' organizational commitment which is vital in designing individual and professional development plans. Furthermore, the study is relevant to the practice of the teaching profession since its findings stimulate teachers and school heads to deal effectively with the various social and emotional difficulties that may be experienced by teachers, making them well adjusted, psychologically healthy, and moving towards the direction of personal growth and wellbeing. Further, this present study will give additional ideas to the school leaders to innovate new programs that focus on enhancing organizational commitment.

Moreover, the results of this study will be disseminated and presented to educators and principals at district meeting and during Parent-Teacher Association (PTA) meetings. Additionally, the findings will also be presented at symposia, local or international research conferences.

Theoretical Framework

This study was anchored on the three Components Theory of Organizational Commitment developed by Allen et al. (1991). This prominent theory proposes that organizational commitment is experienced by the employee as three simultaneous mindsets encompassing affective, normative, and continuance organizational commitment. Affective Commitment reflects commitment based on emotional ties the employee develops with the organization primarily via positive work experiences. Normative Commitment reflects commitment based on perceived obligation towards the organization, for

example rooted in the norms of reciprocity. Continuance Commitment reflects commitment based on the perceived costs, both economic and social, of leaving the organization.

Teachers' organizational commitment can be influenced by the quality of their interactions within the work environment, positive relationships with colleagues and students, supportive administrative policies, adequate teaching materials, and a conducive work environment which can enhance organizational commitment among public school teachers of Compostela East District.

By integrating the three-Components theory of organizational commitment by Allen and Meyer, this study sought to shed light on the relationship between working conditions and social-emotional competence. The findings will provide valuable insights for organizations in creating conducive working environments that foster employees' commitment and enhance their social-emotional competence, leading to improved individual and organizational outcomes.

METHODS

Research Design

This study utilized quantitative research particularly descriptive correlational design. A quantitative approach, according to Creswell (2014), entails gathering, assessing, analyzing, and documenting the study's findings. In the same way, Coghlan and Brydon-Miller (2014) defined quantitative research is a systematic approach to studying occurrences by collecting quantifiable data and applying statistical, mathematical, or computational techniques. Likewise, as noted by Cohen et al. (2007), quantitative research has a preset design that predetermines the research question as well as a specific protocol for gathering and analyzing data. This research methodology employs quantitative data and quantifiable elements to systematically examine occurrences and their connections. Surveys and observations are two types of statistical relationships that are commonly employed.

Research Locale

The study was conducted in Compostela East District involving public secondary schools, located at the Municipality of Compostela, Davao de Oro. Davao de Oro, formerly known as Compostela Valley, and is a province in the Philippines located in the Davao Region, occupying the southeastern half of Mindanao. The Municipality of Compostela is a landlocked municipality in the coastal province of Davao de Oro and composed of 16 barangays. Compostela was a municipality with many schools. As a result, Compostela was divided into

two districts: West and East. Specifically, this research was conducted in 4 Secondary Public schools, namely: School A, School B, School C, School D, which are all under Compostela East District. Two of the four public secondary schools in Compostela are upland and two are lowland. But despite the differences in their location, they offer both Junior High school and Senior High School programs. In addition, School A belongs to a big school category, and which is under public school. Moreover, School B,C and D are classified as medium public school. The four public schools has a teaching force ranging 20 from 200 teachers.

Respondents

The respondents of the study were the 150 selected teachers in the public secondary schools of Compostela East District. A sample size of around 100 - 200 participants is typically recommended for correlational studies (Tabachnick & Fidell, 2019). Therefore, a sample size of 150 respondents can be considered adequate for a correlational study. A stratified random sampling method was used in determining sample size of the respondents. The actual respondents of the study based on the sampling method used was composed of 85 teachers from school A ,30 teachers from school B, 20 teachers from school C, and 15 teachers from school D. The succeeding inclusion and exclusion criteria for the respondents were as follows: the respondent is currently working with permanent status in a public school who are affiliated with the Department of Education, labelled as teaching personnel only with at least three years teaching experience, the teachers were willing to participate in the study. Others who did not fall under these criteria were excluded.

RESULTS

Status of Working Conditions of Teachers

Table 1
Status of Teachers' Working Conditions

Time	Mean	SD	Description
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1.	having reasonable class sizes, affording time to meet the educational needs of all students.	4.35	.73	Very High
2	having time available to collaborate with colleagues.	4.29	.65	Very High
3	being protected from duties that interfere with essential role of educating students.	4.18	.73	High
4	enjoying the privilege of school leadership which tries to minimize the amount of administrative paperwork required	3.96	.79	High
5	being provided in school with sufficient non-instructional time.	4.03	.71	High
Category Mean		4.19	.63	High
Facilities and Resources				
1	having sufficient access to appropriate instructional materials and resources.	3.95	.72	High
2	having sufficient access to instructional technology including computers, printers, software and internet access.	4.10	.59	High
3	having sufficient access to communication technology including phones, faxes, email, and network drives.	4.11	.53	High
4	having sufficient access to office equipment and supplies such as copy machines, papers, pen, etc	3.96	.57	High
5	having a sufficient and stable internet connections in the school to support instructional practices.	3.83	.67	High

6	having adequate professional space to work productively.	3.98	.70	High
7	working in the school environment that is clean and well-maintained.	4.07	.62	High
8	working in an environment that is safe.	4.23	.58	Very High
Category Mean		4.06	.46	High
Teacher Empowerment				
1	involving in decision making about education issues.	3.89	.68	High
2	being trusted to make sound professional decisions about instruction.	4.01	.64	High
3	having an effective process for making group decisions and solving problems.	3.89	.57	High
4	taking steps to solve problem in the school.	3.83	.59	High
5	having opportunities for advancement within the teaching profession.	3.89	.59	High
Category Mean		3.87	.53	High
Leadership				
1	being committed to helping every student learn.	4.58	.53	Very High
2	communicating clear expectations to students and parents.	4.47	.62	Very High
3	establishing an atmosphere of trust and mutual respect within the school.	4.51	.66	Very High

4	possessing leadership style that shield other teachers from disruptions.	4.30	.63	Very High
5	supporting teachers' efforts to maintain discipline in the school.	4.42	.60	Very High
6	Enforcing consistently rules for student conduct.	4.47	.62	Very High
7	providing effective leadership in the school.	4.35	.60	Very High
8	having a shared vision.	4.31	.63	Very High
9	upholding professional standards for delivering instruction.	4.42	.60	Very High
10	giving feedback to other teachers to help them improve teaching.	4.07	.74	High
Category Mean		4.36	.57	Very High
Professional Development				
1	availing with sufficient funds and resources that allow me to take advantage of professional development.	3.79	.77	High
2	being provided with opportunities to learn from one another.	4.06	.60	High
3	being provided with adequate time for professional development.	3.82	.86	High
4	having sufficient trainings to fully utilize instructional technology.	3.57	.84	High
5	availing with professional development which provides me with the knowledge and skills most needed to teach effectively.	3.73	.91	High

Category Mean	3.82	.72	High
Mentoring Being guided in:			
1 Instructional strategies	4.14	.64	High
2 Curriculum and subject content taught	4.17	.64	High
3 Classroom management or discipline strategies	4.26	.69	Very High
4 School policies and procedures	4.28	.66	Very High
5 Completion of other school paper works	4.15	.72	High
6 Social support and general encouragement.	4.13	.61	High
Category Mean	4.17	.61	High
Overall Mean	4.02	.44	High

The status of working conditions as reflected in Table 1 has an overall mean of 4.02, described as high, which means that the working conditions of teachers are oftentimes favorable. In addition, the discussions of teachers’ working conditions are focused on time, facilities and resources, teacher empowerment, leadership, professional development, and mentoring. This implies that the teachers often have sufficient time collaborating with their colleagues and other members in the workplace. They are provided with facilities and resources necessary for their work; are involved in making decisions; re given an opportunity to lead others; are involved in various seminars and workshops to improve them personally and professionally, and are provided with mentors to guide them. With favorable working conditions, the teachers are more likely to be motivated to work hard to improve their performance. In addition, its overall standard deviation is 0.44, which indicates that respondents have ratings that are practically clustered around the mean.

This finding supports the study of Theobald and Gritz (2016) which

noted that enhancing teachers' working environment inspires them to put in more effort to improve teaching and learning. Similarly, this finding confirms the study by Cramer et al. (2021) highlighted the positive impact of collaborative work environments on teacher morale and professional growth. Additionally, a research by Pena et al. (2021) emphasized the need for schools to prioritize teacher well-being by minimizing administrative burdens and providing opportunities for meaningful collaboration and professional development. These findings underscore the importance of addressing teachers' time-related concerns to foster a positive work culture and ultimately improve student outcomes and also these findings underscore the significance of creating positive working conditions to foster employee productivity and well-being (Awada et al., 2022)

Status of Teachers’ Social -Emotional Competence

Table 2
Status of Teachers’ Social -Emotional Competence

	Teacher-Student Relationship	Mean	SD	Description
1.	having aware of how all students are feeling.	4.18	.69	High
2	creating a sense of community in classroom.	4.45	.65	Very High
3	having a close relationship with students.	4.26	.69	Very High
4	building positive relationships with students' families.	4.33	.66	Very High
5	having good at understanding how students' feel.	4.19	.60	High
6	finding it easy to build relationships with students.	4.23	.56	Very High
7	students finding easy to come with problems.	4.31	.60	Very High
	Category Mean	4.29	.57	Very High
Emotion-regulation				
1	frequently getting upset in the classroom and do not understand why.	3.13	1.03	Moderate

2	thinking before the act	4.29	.68	Very High
3	nearly always staying calm when a student's upsets us.	4.09	.65	High
4	having able to manage the emotions and feelings in healthy ways.	4.17	.61	High
5	remaining calm when addressing student misbehavior.	4.16	.54	High
6	frequently getting upset when students provoke us.	3.31	1.09	Moderate
Category Mean		3.91	.56	High
Social-awareness				
1	appreciating individual and group differences (e.g., cultural, linguistics, socioeconomic, etc.).	4.32	.63	Very High
2	knowing how emotional expressions affect interactions with students.	4.25	.49	Very High
3	making an effort to ensure that instruction is culturally sensitive.	4.37	.56	Very High
4	problem solving with students when there is a problem or argument.	4.19	.57	High
5	considering students 'well -being when making decisions.	4.33	.51	Very High
6	regarding students' safety as an important factor in the decisions I make.	4.36	.57	Very High
Category Mean		4.29	.49	Very High
Interpersonal relationship				
1	finding it easy to tell people how it feels.	3.87	.68	High
2	paying attention to the emotions of staff members at school.	3.93	.60	High
3	feeling comfortable talking to parents.	4.17	.73	High

4	effectively negotiating solutions in conflict situations with staff members.	4.01	.55	High
5	giving attention to staff members who seek my advice when resolving a problem.	4.35	.56	Very High
6	having the respect of the staff members at my school.	4.35	.56	Very High
Category Mean		4.05	.40	High
Overall Mean		4.09	.40	High

The status of social-emotional competence of teachers as reflected in Table 2 has an overall mean of 4.09, described as high, which means that the social-emotional competence of teachers is always manifested. In addition, its standard deviation of .40 shows that the mean scores are close to the average, which indicates that the data are not distributed.

The social-emotional competence of teachers is discussed based on teacher-students relationship, emotion-regulation, social- awareness, and interpersonal relationship as indicators. which is described high indicating that the social-emotional competence of the said respondents is oftentimes manifested implying that they demonstrate the ability to engage with others, control one's emotions and actions, solve problems, and communicate effectively.

This implies that the said teachers an calm themselves down when angry, and they establish favorable working relationship with peers. The finding supports the study of Walberg et al. (2016) that revealed strong social and emotional learning abilities enable a person to control their anger and make morally upright decisions. Further, the study supports the statement of Mohamadkhani and Lalardi (2020) that teachers who are socially and emotionally competent could regulate their emotions in terms of anger and stressful conditions

The Self-Determination Theory supports the finding. The basic idea of the theory is that people can become self-determined when their needs for competence, connection, and autonomy are fulfilled, and such needs may include favorable work environments where employees detect and comprehend emotions, solve issues effectively, and develop and maintain positive

connections with others, and where employees are provided with sufficient resources and appropriate professional development trainings. Further, this theory contends that people feel more motivated to take action when they think that what they do will have an effect on the outcome (Deci & Ryan, 1985).

The very high level of social-emotional competence also implies that the respondents are more likely to succeed in the workplace since they are emotionally competent as they perform their tasks. This finding confirms what Warnakula (2019) stated that teachers with high level of self-awareness are more likely to adjust and thrive with the different challenges in the practice of the teaching professions, and they are more likely to improve their emotional attachment of affective commitment to the organization where they belong.

The findings cited above further confirms the statement of Norman and Jamieson (2015) that having social and emotional intelligence is crucial for both professional and personal success. Furthermore, the results validate the statement of Brenner (2017)which says that people with emotional intelligence are aware of their own emotions, those of others, and how to manage both.

Status of Organizational Commitment of Teachers

Table 3
Status of Organizational Commitment of Teachers

Affective Commitment		Mean	SD	Description
1	being very happy to spend the rest of the career in this organization.	3.91	.72	High
2	feeling as if this organization’s problems are our own.	3.81	.75	High
3	feeling like part of family at this organization.	4.05	.57	High
4	feeling emotionally attached to this organization.	3.93	.58	High
5	feeling that this organization has a great deal of personal meaning for us	3.90	.55	High
6	feeling a strong sense of belonging in this organization.	4.01	.49	High
Category Mean		4.00	.00	High
Continuance Commitment				

1	it would be very hard to leave job right now even if wanted to.	3.85	.84	High
2	considering that too much of life would be disrupted if leaving the organization.	3.80	.81	High
3	considering right now that staying with teaching job is a matter of necessity as much as desire.	3.99	.73	High
4	believing have too few options to consider leaving this organization.	3.87	.62	High
5	considering as one of the few negative consequences of leaving the teaching job would be the scarcity of available alternatives elsewhere.	3.91	.70	High
Category Mean		3.92	.58	High
Normative Commitment				
1	doing feel obligation to remain with organization.	3.94	.54	High
2	even if it were to this advantage, I do not feel it would be right to leave.	3.94	.55	High
3	would feel guilty if we left this organization now.	3.63	.98	High
4	feeling that this organization deserves loyalty.	3.92	.60	High
5	would not leave the organization right now because of sense of obligation to it.	3.98	.56	High
6	owing a great deal to this organization.	4.02	.49	High
Category Mean		4.00	.00	High
Overall Mean		3.98	.14	High

The status of organizational commitment of teachers as reflected in Table 3 are focused on three dimensions: Affective, continuance and normative commitments. The overall mean score of organizational commitment is 3.98 or high descriptive equivalent suggesting that the organizational commitment of teachers is oftentimes manifested. In addition, its standard deviation of .140 shows that the mean scores are close to the average, indicating that the data is relatively consistent and clustered. This implies that the respondents have a strong desire to achieve organizational goals and establish positive relationships

with other members of the organization. This also implies that the said respondents commit emotionally to the organization, they feel the need to stay in their schools, and they have the sense of obligation as they stay with the teaching profession. This further implies that the respondents have willingness to commit themselves to the teaching career which helps in attaining the goals of the educational institution. The high level of teachers’ organizational commitment further implies that they are more dedicated to stay in the teaching profession to serve and promote better quality of education.

This finding strengthens the statement of Paragsa (2017) that schools will perform better and can achieve their educational goals if teachers are willing to dedicate themselves to their work. Further, those teachers with high level of organizational commitment express willingness to join an organization to work much harder than for personal gain. The finding conforms with what Balay (2017) averred that teacher with high organizational commitment display genuine devotion to an organization's objectives and ideals. This form of dedication requires a teacher to play his position purely for the success of the school as an organization, in relation to its aims and ideals, rather than just as a mere instrument.

Significance of the Relationship of the Working Conditions and Social-Emotional Competence on the Organizational Commitment of Teachers

Table 4
Significance of the Relationship between Working conditions, Social – Emotional Competence and Organizational Commitment

Variables paired with the Organizational Commitment of Public Secondary School Teachers	r	p-value	Remarks
Working Conditions	.007	.937	Not Significant
Social-Emotional Competence	.031	.706	Not Significant

Table 4 shows that there is no significant relationship between the independent variables, working conditions, and social-emotional competence of

public secondary school teachers in the dependent variable's organizational commitment. The result shows that the relationship between working conditions and organizational commitment of public secondary school teachers is statistically not significant with a p-value of .937, which indicates that there is a high probability that the observed data is consistent with the null hypothesis. In statistical hypothesis testing, a p-value greater than 0.05 typically suggests that there is not enough evidence to reject the null hypothesis. This means that the results are not statistically significant. This further implies that the organizational commitment of teachers has no effects on working conditions such as time, facilities and resources, teacher empowerment, leadership, professional development, and mentoring. Additionally, Table 4 also shows that relationship between social-emotional competence and organizational commitment of public secondary school teachers, wherein the result is statistically not significant, having a p-value of .706, which is higher than the 0.05 level of significance ($r = 0.256$, $p=0.05$).

In other words, the data suggest that there is no strong evidence to support a significant relationship between working conditions and organizational commitment, as well as social-emotional competence and organizational commitment among public secondary school teachers in Compostela East District.

The lack of significant correlation between working conditions and organizational commitment may seem surprising given the widely held belief that positive working conditions contribute to higher levels of organizational commitment. Similarly, the absence of a significant correlation between socio-emotional competence and organizational commitment suggests that the ability to understand and manage one's emotions, build positive relationships, and demonstrate empathy may not be the primary drivers of organizational commitment among teachers in this context. While socio-emotional competence is undoubtedly important for effective teaching and interpersonal relationships, its direct impact on organizational commitment may be influenced by other factors such as job autonomy, recognition, and career development opportunities.

The findings contradicted the study of Cherniss (2017) which indicated that working conditions and emotional-social competence has a critical role in strengthening commitment, improving morale, and improving people's health, all of which contribute to organizational effectiveness. In addition, the result is in contrast with the findings of Salami (2017) found that employees' social

awareness, relationship skills, and responsible decision-making significantly predicted how committed they would be to the organization. Also, the results negate the Ecological Systems Theory developed by Bronfenbrenner (1979). According to this notion, good working circumstances are essential or important in influencing an individual's commitment to stay with the company. Additionally, this theory contends that the features of the workplace environment influence teachers' professional growth and organizational commitment.

CONCLUSION

Public secondary teachers in the Compostela East District demonstrated a high level of commitment to their profession and their schools. They maintain strong social-emotional competence, which enables them to foster positive relationships with students and colleagues. The working environment in these schools provides support for professional growth, collaboration, and effective teaching practices. Organization commitment among teachers is generally strong, reflecting a sense of loyalty, responsibility, and alignment with the goals and values of their institutions. Factors beyond working conditions and social-emotional competence appear to play a role in influencing teachers' dedication and continued engagement with their schools.

Recommendations

School administrators should continue enhancing supportive working conditions to maintain teacher satisfaction and professional effectiveness. Programs that strengthen social-emotional skills, such as emotion regulation, social awareness, and interpersonal relationships, should be sustained and expanded. Initiatives to improve organizational commitment, such as recognition schemes, participatory decision-making, and opportunities for career advancement, should be considered. Future research should investigate additional factors that may influence teachers' organization commitment, including motivation, job satisfaction, and external support systems to better inform strategies for fostering teacher dedication and retention.

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