

THE RELATIONSHIP BETWEEN ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION AMONG EARLY CHILDHOOD TEACHERS

Abstract

Teacher satisfaction and commitment remain essential concerns in the field of early childhood education, particularly as educators face growing professional expectations and workplace challenges. This study examined the relationship between job satisfaction and organizational commitment among preschool teachers in District 1, Davao City. Using a non-experimental descriptive-correlational design, the study involved 104 respondents from both public and private schools, selected through purposive sampling. Standardized instruments were used to measure nine facets of job satisfaction and three components of organizational commitment. Data analysis included descriptive statistics and Pearson correlation. Results indicated that both job satisfaction and organizational commitment were high, with the strongest responses found in the nature of work and normative commitment. A statistically significant positive correlation was found between the two variables, with a Pearson r -value of 0.639 with a p -value of .000, indicating that higher job satisfaction is associated with stronger organizational commitment. These findings underscore the importance of strengthening workplace support, recognition, and positive work conditions to promote sustained engagement and retention among early childhood educators.

Keywords: job satisfaction, organizational commitment, early childhood education, Davao City, teacher retention

Introduction

Many employees today are struggling to feel satisfied at work. This dissatisfaction often stems from stress, poor communication, or feeling that their efforts are not recognized. Wang et al. (2025) found that job satisfaction is a strong predictor of whether employees intend to stay in their jobs,

especially when they feel overburdened or unsupported by leadership. Supporting this perspective, Alzyoud (2023) highlighted that employees who feel psychologically empowered—through trust, involvement, and organizational support—are more likely to feel engaged and satisfied at work, reducing the risk of burnout and turnover.

Job satisfaction remains a central concern across various sectors, particularly in education, where demands are high and institutional support is often limited. In India, Chauhan and Kumar (2024) found that occupational stress significantly reduces job satisfaction, particularly among workers in education and healthcare—two of the most service-oriented professions. In South Korea, Lee and Park (2023) found that public sector employees who perceived high organizational fairness reported significantly greater job satisfaction, emphasizing that equitable workplace practices are central to employee well-being in Korean government institutions.

In the Philippines, high workloads, limited resources, and insufficient support systems are common challenges that negatively impact teachers' job satisfaction and organizational commitment (Bacolod et al., 2024). In addition, the significant disparity in salaries between public and private school teachers in the Philippines is a serious concern. Nationally, the wage gap reaches 66%, regionally, Northern Mindanao records the widest gap at 226%, while the National Capital Region shows the smallest difference at 15% (Villanueva & Orbeta, 2023). These factors often lead to decreased motivation and concerningly high turnover rates.

In Davao City, teachers face various challenges that affect their job satisfaction, including limited support, workplace stress, and administrative pressure. A study by Pacino and Baguio (2024) revealed that organizational behavior and poor workplace environments contribute to dissatisfaction among Technology and Livelihood Education (TLE) teachers in public schools. Likewise, Eledio and Oday (2024) emphasized that while some teachers experience high work satisfaction, others struggle with career self-management and low quality of work life, pointing to the need for targeted interventions in the local education system.

With growing concerns about teacher well-being in the Philippines, there is an urgent need to understand what contributes to job satisfaction in the education sector. In a study conducted in the Opol East District, Misamis Oriental, Duran, Pontillas, and Comon (2024) found that many teachers experience stress and emotional strain due to excessive workloads, paperwork, and ancillary duties. These work demands have led some educators to seek employment abroad, highlighting how poor work-life balance can result in dissatisfaction and career decisions beyond the classroom. In light of these concerns, Tarraya (2023) concluded that the increasing workload and administrative responsibilities placed on public school teachers in the Philippines negatively impact their well-being and job performance. This underscores the urgency of addressing job satisfaction as a key factor in improving teacher retention and sustaining quality education.

This study aimed to determine the relationship between job satisfaction and organizational commitment among early childhood teachers. Specifically, it sought to examine the level of job satisfaction in terms of pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication. It also sought to examine the level of organizational commitment in terms of affective commitment, continuance commitment, and normative commitment. Ultimately, the research aimed to determine the significance of the relationship between job satisfaction and the organizational commitment of early childhood teachers.

The study hypothesized that there is no significant relationship between job satisfaction and organizational commitment among early childhood teachers.

This study is based on Herzberg's Two-Factor Theory, which explains why some early childhood teachers are happy with their jobs while others are not. The theory says there are two types of factors that affect how people feel at work. Motivators, like being appreciated, doing meaningful work, and having chances to grow, can make teachers feel more satisfied. On the other hand, hygiene factors, such as salary, working conditions, and job security, don't always make people happy—but if they're missing, they can cause dissatisfaction. In early childhood education, these factors really matter. Teachers often deal with stress, responsibilities, and changing school environments. When they feel supported, respected, and fairly treated, they are more likely to enjoy their work and stay committed to their school. This theory helps us understand how teachers' experiences at work affect their satisfaction and loyalty.

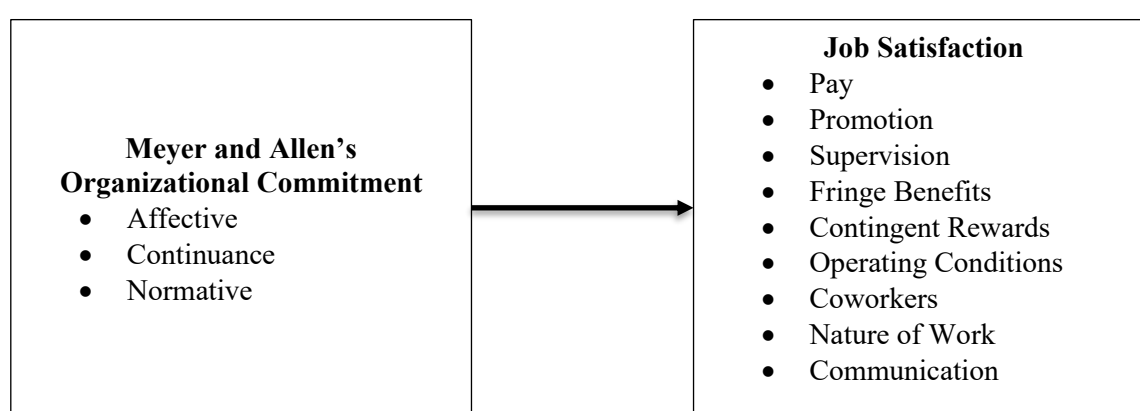


Figure 1 Conceptual Framework of the study

Methodology

This study employed a descriptive-correlational research design to examine the relationship between job satisfaction and organizational commitment among early childhood teachers in Davao City. The descriptive aspect of the design enabled the researchers to collect factual and current data regarding the levels of job satisfaction and organizational commitment. Meanwhile, the correlational component allowed for the statistical examination of the relationship between these two variables without manipulating any conditions or introducing interventions.

A purposive sampling technique was used to select participants. This non-probability method involves choosing respondents based on predefined criteria relevant to the study's objectives (Etikan & Bala, 2017). The study was conducted in both public and private schools that offer classes from kindergarten to Grade 3 in District 1, Davao City, Philippines. Teachers were selected based on accessibility and their willingness to participate. The early childhood education setting was chosen due to its relevance in understanding the professional experiences and organizational connections of teachers working with young learners.

The respondents of the study are early childhood teachers currently employed in both public and private schools in Davao City, with at least one year of continuous teaching experience. A minimum one-year tenure was required to ensure that respondents had sufficient exposure to their work environment to provide meaningful responses regarding job satisfaction and commitment. Teachers

who had not completed at least one year of service were excluded, as short-term employment may not provide a reliable basis for assessing organizational commitment.

The researchers will prepare all necessary research materials, including the informed consent form, demographic questionnaire to assess the profile of the respondents in terms of : age, gender, years of teaching experience, type of institution (public/private), and educational background., 36-item questionnaire job satisfaction survey developed by Paul E. Spector. The job satisfaction questionnaire has the following dimensions: pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication. And revised commitment scale with the following dimensions: affective commitment, continuance commitment, and normative commitment. These instruments will be compiled and distributed through a Google Form to ensure ease of access and efficient data collection. Clear instructions will be provided, and participants will be asked to complete the surveys within one-week time frame.

Throughout the conduct of this study, the researchers strictly adhered to ethical standards. Participants were informed about the purpose, procedures, and their rights, and were required to provide informed consent prior to participation. Participation was strictly voluntary, with the assurance that withdrawal could occur at any time without consequences. Confidentiality and anonymity were maintained by not collecting any personally identifiable information. The study also took precautions to prevent any form of psychological, emotional, or professional harm. Data collection and reporting were carried out truthfully, without any fabrication or bias.

The first questionnaire was used to determine job satisfaction among private and public schools in District 1, Davao City. It was developed by Paul E. Spector in 1997. The instrument comprises nine indicators: pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication. Each indicator has four statements.

The second instrument was used to determine the level of organizational commitment in private and public schools teachers in District 1, Davao City. It was adapted from the Commitment Scale revised by Meyer, Allen, & Smith in 1993. It is composed of 3 indicators: First, affective commitment, which has six statements; second, continuance commitment, which has six statements; and third, normative commitment, which has six statements.

Results

Table 1. Descriptive Table

Variables and Their Indicators	SD	Mean	Verbal Description
Organizational Commitment	.409	2.87	High
Affective Commitment	.300	2.68	High
Continuance Commitment	.509	2.90	High
Normative Commitment	.621	3.02	High
Job Satisfaction	.321	2.81	High
Pay	.320	2.58	High
Promotion	.569	2.88	High
Supervision	.425	3.00	High
Fringe Benefits	.681	2.70	High
Contingent Rewards	.486	2.58	High

Operating Conditions	.384	1.97	Low
Coworkers	.323	3.25	High
Nature of Work	.364	3.32	Very High
Communication	.453	3.00	High

Presented in Table 1 is the descriptive results on organizational commitment and job satisfaction among early childhood teachers in District 1, Davao City, showing that both variables were generally rated at a high level. The overall level of organizational commitment was found to be high, with a mean score of 2.87 and a standard deviation of 0.409. Among its three indicators, normative commitment recorded the highest mean of 3.02 and a standard deviation of 0.621, suggesting that many teachers feel a sense of responsibility to remain in their institutions. This was followed by continuance commitment, which had a mean of 2.90 and a standard deviation of 0.509 and affective commitment with a mean of 2.68 and a standard deviation 0.300.

All three indicators fall within the high interpretation range, indicating that the preschool teachers generally possess a strong sense of responsibility and obligation to remain with their organization, acknowledge the personal and professional costs of leaving, and demonstrate a high level of emotional attachment to their workplace.

Similarly, the overall level of job satisfaction among the respondents was also interpreted as high with a mean of 2.81 and a standard deviation of 0.321. Teachers agreed being most satisfied with the nature of their work emerged as the highest with a mean of 3.32 and a standard deviation of 0.364 which corresponds to a very high level of satisfaction. This suggests that the teachers find their job roles meaningful and felt a sense of pride being a teacher. Coworkers followed closely with a high rating, achieving a mean of 3.25 and a standard deviation of 0.323, indicating a positive interpersonal relationship in the workplace. However, the lowest score was recorded in the area of operating conditions, which had a mean of 1.97 and a standard deviation of 0.384, indicating dissatisfaction with excessive workload, paperwork, and workplace rules that make the job more challenging.

Table 2. Test of Relationship Between Organizational Commitment and Job Satisfaction

Job Satisfaction				
	<i>r-value</i>	<i>p-value</i>	Decision on H ₀	Interpretation
Organizational Commitment	0.639	.000	Reject	Significant

Presented in Table 2 is a statistically significant positive correlation between job satisfaction and organizational commitment with Pearson r-value of 0.639 which clearly indicates a strong correlation between these two variables. Furthermore, with a p-value of .000, which is considerably

lower than the conventional significance thresholds of 0.05 or 0.01, the null hypothesis stating there is no significant relationship between job satisfaction and organizational commitment is strongly rejected. This rejection signifies that early childhood teachers who report higher levels of job satisfaction are indeed more likely to demonstrate stronger organizational commitment. The extremely low p-value further confirms that this relationship is highly unlikely to have occurred by chance, making it both statistically and practically meaningful. These findings underscore that enhancing job satisfaction—through avenues such as recognition, effective leadership, and supportive working conditions—can positively influence teacher commitment and contribute significantly to stronger retention in early childhood education settings.

Discussion

The findings of this study indicate that preschool teachers in Davao City experience generally high levels of both job satisfaction and organizational commitment. Teachers demonstrated a strong sense of obligation to remain in their schools, likely driven by personal values, cultural expectations, and a desire to contribute meaningfully to their institutions. This commitment is frequently influenced by personal and cultural values that shape their identity as educators, fostering a strong sense of moral responsibility (Klassen, Perry, & Frenzel, 2018). particularly when based on a sense of moral responsibility and loyalty, suggests that many teachers view their role not merely as a job, but as a long-term calling. These intrinsic motivations significantly impact their intention to remain in their roles, which is crucial for maintaining consistency and promoting optimal development outcomes for children (Tadesse & Muluye, 2020). Moreover, emotional bonds with their schools and a strong sense of belonging further strengthen their dedication, reducing attrition and enhancing educational stability (Skaalvik & Skaalvik, 2019).

Job satisfaction among the teachers was also notably positive, especially in areas related to the nature of their work and interpersonal relationships. These findings imply that teachers find meaning and fulfillment in their roles, and that collaborative, respectful workplace dynamics contribute to a positive working environment. These outcomes align with research indicating that meaningful roles and supportive interpersonal dynamics foster professional fulfillment (Sharma & Jyoti, 2019). A respectful and collaborative school environment significantly contributes to teacher morale and effectiveness (Collie, Shapka, & Perry, 2018). However, dissatisfaction with operational conditions such as inadequate resources or burdensome administrative processes signals an area that school administrators need to urgently address. If left unaddressed, such structural issues can erode motivation and counteract the positive effects of fulfilling work, as noted in similar contexts where administrative shortcomings led to teacher disengagement (Kaparou & Bush, 2019).

The strong relationship identified between job satisfaction and organizational commitment underscores the importance of nurturing both emotional and structural support systems within schools. When educators are recognized, adequately supported, and provided with the necessary tools to perform effectively, their loyalty and engagement with their institutions increase (Han, Yin, & Wang, 2020). This in turn, contributes to higher retention rates and better performance outcomes in the classroom (Bentea & Anghelache, 2019). As such, school leaders and policymakers must recognize that supporting teacher well-being through reduced workloads, affirming environments, and meaningful professional development is essential for the sustainability of quality education. Research consistently shows that meeting the emotional and professional needs of teachers enhances their adaptability and long term commitment (Collie & Martin, 2018).

Our study found a strong positive link between job satisfaction and organizational commitment in early childhood teachers ($r = .639$, $p = .000$), meaning happier teachers are more committed. This reinforces the idea that job satisfaction is crucial for retaining employees, especially in early childhood education. The text then recommends that educational institutions and policymakers prioritize strategies to boost teacher job satisfaction. This is crucial for strengthening commitment, improving education quality, and addressing global challenges like teacher shortages and turnover in the field.

To sustain and enhance the high levels of job satisfaction and organizational commitment observed among early childhood teachers, it is essential for educational institutions and policymakers to reduce administrative burdens and promote supportive work environments. Anchored on Herzberg's Two-Factor Theory, which emphasizes that satisfaction arises from intrinsic motivators such as meaningful work and recognition, this study also considers Colquitt, LePine, and Wesson's (2021) organizational behavior perspective, which highlights the role of fairness, support, and psychological empowerment in shaping employee attitudes. When teachers feel fairly treated, emotionally supported, and given autonomy, their motivation and loyalty are likely to increase. Therefore, minimizing bureaucratic tasks, streamlining paperwork, and providing meaningful professional development opportunities can protect instructional time and reinforce a culture where educators feel valued, connected, and motivated to remain in the profession.

Conclusion

This short research article concludes that early childhood teachers in District 1, Davao City generally exhibit high levels of job satisfaction and organizational commitment, with the strongest satisfaction found in the meaningfulness of their work and positive relationships with colleagues. However, dissatisfaction related to operating conditions—such as excessive paperwork and inflexible procedures—signals the need for more supportive and streamlined administrative systems. The statistically significant positive correlation ($r = 0.639$, $p < .001$) between job satisfaction and organizational commitment indicates that when teachers feel valued and fulfilled in their roles, their dedication to their institutions strengthens. These findings highlight the crucial role of fostering emotionally supportive, well-managed educational environments to promote retention and improve performance among early childhood educators.

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