Original Research Article

**BOLSTERING DURABILITY SKILLS OF EDUCATORS AND OCCUPATIONAL COMMITMENT OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS**

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ABSTRACT

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| This study aimed to examine the significant relationship between bolstering durability skills and occupational commitment among public elementary school teachers. A descriptive-correlational research design was employed, with 132 elementary school teachers from public schools in Malalag District, Division of Davao del Sur, participating as respondents of this study. Data were collected using adapted standardized questionnaires and analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The results showed that both bolstering durability skills and occupational commitment were at very high levels among teachers. Correlation analysis revealed a strong positive relationship between bolstering durability skills and occupational commitment. Furthermore, multiple regression analysis indicated that among the domains of durability skills, supportive work environment, stress management, and sense of purpose and motivation significantly influenced occupational commitment, with supportive work environment having the strongest impact. Meanwhile, emotional resilience, adaptability and flexibility, and self-care and work-life balance were found to have no significant effect on occupational commitment. Based on these findings, it is recommended that school administrators prioritize creating supportive work environments, provide stress management resources, and foster teachers’ sense of purpose through motivation and professional development. These strategies may enhance teacher resilience, promote occupational commitment, and contribute to a more stable and effective educational workforce. |

*Keywords*: Bolstering Durability Skills, Occupational Commitment, Public Elementary School Teachers, Malalag District, Descriptive-Correlational, Education

1. INTRODUCTION

Bolstering the durability skills of educators and fostering their occupational commitment are critical to the long-term success of the educational system. However, multiple challenges hinder these efforts (Adanu, 2024). One major concern is teacher burnout, which stems from the increasing demands placed on educators. Long working hours, excessive administrative tasks, and the emotional burden of managing diverse student needs often diminish teachers' ability to sustain resilience and stamina. This exhaustion can result in lower job satisfaction, reduced enthusiasm for teaching, and weakened commitment to the profession. When educators are overwhelmed, their capacity to adapt to challenges and persist through difficulties is compromised, making it more difficult to maintain durability throughout their careers (Stoddart, 2024).

Huang et al. (2023) highlighted that a strong person–job fit positively influenced occupational commitment, with perceived organizational support playing a moderating role. This underscores the importance of aligning teachers’ roles with their skills and providing a supportive work environment. Similarly, Nassir and Benoliel (2024) reported that higher levels of occupational commitment were linked to improved school effectiveness, emphasizing the indispensable role of committed educators in achieving educational outcomes. Conversely, Herrera et al. (2024) highlighted that limited access to professional development opportunities hinders educators’ ability to build durability-related skills. Without proper training in coping mechanisms, emotional intelligence, and stress management, teachers may find it difficult to keep pace with evolving educational demands, leading to frustration and eventual disengagement.

Moreover, the lack of a supportive work environment, where teachers feel valued, recognized, and adequately compensated, can significantly affect their occupational commitment. When school administrators fail to affirm teachers’ contributions, educators may become less invested in their roles and may even consider exiting the profession (Al Sulaimi et al., 2024). Societal undervaluation of teaching as a career further compounds this issue. In many cultures, teaching is not always recognized as a prestigious or high-impact profession, which, when paired with low pay and limited advancement opportunities, can erode morale and long-term commitment (Domingo et al., 2022).

To enhance both educator durability and occupational commitment, it is vital to address these challenges. Improvements in working conditions, increased access to continuous professional development, emotional and psychological support, and broader societal recognition of the teaching profession are essential. Jusoh et al. (2024) emphasized that fostering a culture that values educators and equips them with the tools to thrive is key to ensuring their effectiveness and sustainability in the profession.

In the Philippine context, particularly in under-resourced or rural areas, these problems are further magnified. Many schools face limited resources, including outdated instructional materials, inadequate technology, and overcrowded classrooms. These constraints make it harder for teachers to deliver quality education and manage stress effectively (Peña & Galigao, 2024). Tortola (2024) noted that insufficient resources heighten teacher frustration and exhaustion, which in turn undermines both resilience and occupational commitment.

Another pressing concern is the lack of work–life balance. Teachers frequently extend their responsibilities beyond school hours—grading, lesson planning, and attending meetings—leaving little time for rest or personal life. This imbalance can lead to physical and emotional exhaustion, which, over time, erodes resilience and weakens teachers’ sense of purpose and commitment (Austinson, 2022).

Ineffective school leadership is another critical barrier. The presence of supportive and visionary leadership is essential in fostering teacher morale and professional growth. In contrast, schools lacking strong leadership structures may leave teachers feeling isolated, undervalued, and unsupported. When school administrators fail to provide mentorship, direction, and opportunities for advancement, educators may disengage and lose their sense of resilience and belonging (Barksdale, 2022).

Given these concerns, there is an urgent need to create systemic solutions that promote teacher well-being and professional longevity. Schools must provide sufficient instructional resources, promote healthy work–life balance, implement stable policies, and cultivate strong leadership to create a nurturing professional environment. As Badaruddin et al. (2024) emphasized, addressing these systemic issues is vital to sustaining educators' engagement and effectiveness.

In light of these realities, this study is both timely and necessary. Despite the growing interest in teacher resilience and retention, there remains limited empirical literature specifically examining the relationship between educators' durability skills and their occupational commitment. This study hypothesizes a significant relationship between these two constructs, aiming to deepen our understanding of how resilience-related competencies affect long-term engagement in the teaching profession.

The findings of this study may assist school leaders in developing work environments that nurture both durability and commitment. Additionally, educators themselves can draw practical insights from the results to refine their coping strategies and strengthen their professional purpose. By exploring the intersection of these two variables within the context of public elementary education, this study aims to offer valuable guidance for professional development efforts, teacher support programs, and policy-making aimed at retaining highly committed and resilient educators.



**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

Despite the recognized importance of bolstering durability skills of educators and occupational commitment of teachers, a gap exists in understanding the specific factors influencing variables. This study sought to address this gap by investigating the bolstering durability skills of educators and occupational commitment of teachers as well as the following questions:

1. What are the level of bolstering durability skills of educators in public elementary schools in terms of:

1.1 emotional resilience,

1.2 stress management,

1.3 adaptability and flexibility,

1.4 supportive work environment,

1.5 self-care and work-life balance, and

1.6 sense of purpose and motivation?

2. What are the level of occupational commitment of teachers in public elementary schools in terms of:

2.1 job satisfaction,

2.2 organizational commitment, and

2.3 job security and compensation?

3. Is there a significant relationship between bolstering durability skills of educators and occupational commitment of teachers in public elementary schools?

4. Is there a significant influence of bolstering durability skills of educators and occupational commitment of teachers in public elementary schools?

**1.2 Hypotheses**

The null hypotheses were tested in this study at 0.05 level of significance.

Ho1. There is no significant relationship between bolstering durability skills of educators and occupational commitment of teachers in public elementary schools.

Ho2. There is no significant influence of the domains of bolstering durability skills on occupational commitment of teachers in public elementary schools.

2. methodology

**2.1 Research Design**

This study employed a non-experimental quantitative research design utilizing the correlational method. This design was appropriate for examining the degree of association between the durability skills of educators and their occupational commitment in public elementary schools. As Baguio and Baguio (2025) emphasized, relationships between variables may arise from shared behavioral tendencies or be influenced by common organizational and environmental factors. In this study, the correlational method allowed the researcher to determine whether teachers who exhibit stronger durability skills also report higher levels of occupational commitment. By exploring this relationship, the study aimed to generate insights that could support teacher retention initiatives, inform capacity-building programs, and strengthen the long-term effectiveness of the teaching workforce in public elementary education.

**2.2 Research Respondents**

The study included a total of 132 out of 197 elementary school teachers from public schools in Malalag District, Division of Davao Del Sur, determined using Slovin’s formula with a 95% confidence interval and a 5% margin of error. A stratified random sampling technique was used to ensure a representative sample across different subgroups within the population. This method divided the target population into distinct strata based on relevant characteristics, from which respondents were randomly selected to guarantee that each subgroup was adequately represented. Stratified random sampling was particularly useful for capturing the diversity of perspectives within a heterogeneous population, enhancing the study’s reliability and enabling meaningful conclusions and accurate inferences about the larger teacher population.

**2.3 Research Instrument**

The main data collection tool for this study consisted of researcher-made survey questionnaires designed to measure the levels of durability skills and occupational commitment among public elementary school teachers in the Malalag District, Division of Davao del Sur. These instruments were developed based on relevant theoretical frameworks, scholarly literature, and prior studies related to teacher resilience, professional sustainability, and organizational commitment. To ensure content accuracy and alignment with the study’s objectives, the questionnaires underwent face and content validation by a panel of experts in Educational Management, Psychology, and Elementary Education. Revisions were made based on the panel’s recommendations to improve the clarity, validity, and readability of the instruments.

To establish the reliability of the instruments, a pilot test was conducted involving 30 public elementary school teachers from a neighboring district not included in the main study. The results indicated high internal consistency, with a Cronbach’s Alpha of 0.952 for the Durability Skills subscale and 0.923 for the Occupational Commitment subscale.

**2.4 Data Gathering Procedure**

# Data collection followed a systematic and ethically sound procedure. The researcher first obtained an endorsement from the Dean of the Graduate School and secured ethical clearance from the institution’s Ethics Review Committee. A formal request was then submitted to the Office of the Schools Division Superintendent of the Division of Davao del Sur. Upon approval, an endorsement letter was issued to the School Heads of the public elementary schools in Malalag District to authorize the conduct of the study.

# A pilot test was initially conducted to assess the reliability and clarity of the research instruments. Based on the results, necessary refinements were made to enhance the final version of the survey questionnaires. These finalized instruments were then distributed to the 131 teacher-respondents using the universal sampling approach. Each respondent was oriented on the objectives of the study and was given instructions for accurately accomplishing the questionnaire. The completed surveys were collected personally by the researcher. All responses were subsequently submitted to a professional statistician for encoding, tabulation, and statistical analysis.

# 2.5 Data Analysis

To analyze the data collected and effectively address the research questions of this study, the following statistical tools were utilized:

Mean. This was used to determine the levels of durability skills and occupational commitment among the respondents.

Pearson Product-Moment Correlation Coefficient (Pearson r). This statistical tool was employed to assess the strength and direction of the relationship between durability skills and occupational commitment. It helped determine whether a significant relationship existed between the two primary variables.

Multiple Regression Analysis. This was used to evaluate the extent to which the specific dimensions of durability skills significantly predicted the levels of occupational commitment. Through this analysis, the study identified which aspects of durability skills had the most substantial influence on teachers’ professional commitment in the public elementary school setting.

3. results and discussion

**3.1 Level of Bolstering Durability Skills among Public Elementary School Teachers**

Table 1. *Level of Bolstering Durability Skills among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Domains** | **SD** | **Mean** | **Descriptive Level** |
| Emotional Resilience | 0.40 | 4.72 | Very High |
| Stress Management | 0.39 | 4.73 | Very High |
| Adaptability and Flexibility | 0.40 | 4.72 | Very High |
| Supportive Work Environment | 0.38 | 4.74 | Very High |
| Self-care and Work-life Balance | 0.41 | 4.71 | Very High |
| Sense of Purpose and Motivation | 0.40 | 4.73 | Very High |
| **Overall** | **0.40** | **4.72** | **Very High** |

Presented in Table 1 is the bolstering durability skills among public elementary school teachers, based on the mean scores and standard deviations. The domain supportive work environment received the highest mean of 4.74, categorized as very high, followed by both stress management and sense of purpose and motivation with identical means of 4.73. Emotional resilience and adaptability and flexibility both registered a mean of 4.72, while self-care and work-life balance had the lowest mean of 4.71. Despite the variation, all domains are still categorized as very high. The overall mean of 4.72 is described as very high, indicating that teachers consistently exhibit strong durability skills across all domains. The overall standard deviation of 0.40 suggests highly consistent responses, with most perceptions closely clustered around the average.

This finding implies that public elementary school teachers actively demonstrate a high level of durability skills, particularly in maintaining a supportive work environment and effectively managing stress. These domains reflect their capacity to sustain well-being, build professional relationships, and maintain focus and motivation despite occupational challenges. Even the relatively lower score of self-care and work-life balance remains very high, underlining the overall strength of these resilience-building traits among educators.

This result aligns with Iqbal and Ali (2024), who emphasized that teachers with strong bolstering durability skills are better equipped to overcome professional challenges and actively promote student growth. These durability skills, including resilience, persistence, and adaptability, serve as essential tools that enable educators to sustain their commitment and effectiveness over time. Similarly, Thompson (2024) further noted that a robust sense of purpose, reinforced by these durability skills, significantly boosts job satisfaction and perseverance, helping teachers to navigate stress and setbacks without losing motivation. Moreover, Sipahioglu (2019) highlighted that educators with well-developed durability skills and clear goals contribute substantially to fostering a positive school culture, strengthening collaboration, and building resilient educational systems that can adapt to evolving demands and challenges.

**3.2 Level of Occupational Commitment among Public Elementary School Teachers**

Table 2. *Level of Occupational Commitment among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Domains** | **SD** | **Mean** | **Descriptive Level** |
| Job Satisfaction | 0.41 | 4.73 | Very High |
| Organizational Commitment | 0.42 | 4.75 | Very High |
| Job Security and Compensation | 0.40 | 4.76 | Very High |
| **Overall** | **0.41** | **4.75** | **Very High** |

Presented in Table 2 is the level of occupational commitment among public elementary school teachers, based on the mean scores and standard deviations. The domain job security and compensation received the highest mean of 4.76, categorized as very high, followed closely by organizational commitment with a mean of 4.75. Job satisfaction ranked third with a mean of 4.73, which is still categorized as very high. The overall mean of 4.75 is described as very high, indicating that teachers consistently demonstrate a strong level of occupational commitment across all domains. The overall standard deviation of 0.41 suggests relatively consistent responses, with most values closely centered around the mean.

This finding implies that public elementary school teachers are highly committed to their profession, as evidenced by their strong perceptions of job satisfaction, organizational loyalty, and the importance of job security and fair compensation. The highest mean for job security and compensation highlights the significance of stable employment and adequate pay in fostering dedication to the teaching profession. Together, these domains underscore the essential role of supportive working conditions in sustaining teacher commitment and institutional stability.

This finding affirms the importance of strong occupational commitment, as supported by the study of MacLeod (2020), who emphasized that teachers with strong levels of occupational commitment demonstrate sustained engagement and long-term effectiveness in their roles. Their research indicated that when teachers feel organizationally supported and satisfied, they are more likely to remain in the profession and actively contribute to continuous school improvement. Similarly, Al Sulaimi and bin Jantan (2024) highlighted that strong occupational commitment, bolstered by job security and fair compensation, leads to greater teacher morale and retention. Furthermore, Mohd Sofian (2024) further noted that teachers with strong organizational commitment help foster cohesive school communities, enhance student performance, and play a pivotal role in educational leadership and career advancement.

**3.3 Significant Relationship Between the Level of Bolstering Durability Skills and Occupational Commitment of Public Elementary School Teachers**

Table 3. *Significant Relationship Between the Level of Bolstering Durability Skills and Occupational Commitment of Public Elementary School Teachers*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Bolstering Durability Skills | 4.73 | 0.40 | 0.882 | 0.778 | High | 0.000 | Reject Ho1 |
| Occupational Commitment | 4.75 | 0.41 |

Presented in Table 3 is the correlation analysis between the level of bolstering durability skills and occupational commitment among public elementary school teachers. The relationship between these two variables shows a correlation coefficient (r) of 0.882 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between bolstering durability skills and occupational commitment. The coefficient of determination (R²) of 0.778 suggests that approximately 77.8% of the variation in Occupational Commitment can be explained by the level of Bolstering Durability Skills. Since the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, confirming that there is a significant relationship between the level of bolstering durability skills and occupational commitment.

This finding suggests that teachers who demonstrate strong durability skills, such as emotional resilience, adaptability, stress management, and self-care, are more likely to be highly committed to their profession. The high positive correlation reinforces the idea that cultivating these skills is crucial not only for teacher well-being but also for fostering deeper commitment to their roles. Promoting the development of durability skills may therefore serve as an effective strategy to strengthen occupational engagement and reduce teacher turnover in public elementary schools.

This finding aligns with the study of Ilyas et al. (2023), who emphasized that teachers with strong emotional and psychological durability exhibit higher professional commitment and reduced burnout. Similarly, Karsili et al. (2021) concluded that adaptability, stress management, and a supportive work environment contribute significantly to occupational longevity and job satisfaction. Moreover, Gómez-Borges et al. (2021) further supported the idea that self-care and a strong sense of motivation are key indicators of sustained occupational engagement, highlighting the importance of personal well-being in professional success.

**3.4. Significant Influence of the Domains in the Level of Bolstering Durability Skills on Occupational Commitment of Public Elementary School Teachers**

**Table 4.** *Significant Influence of the Domains in the Level of Bolstering Durability Skills on Occupational Commitment of Public Elementary School Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 0.598 | 0.127 |  | 4.709 | 0.000 | Significant |
| Emotional Resilience | 0.058 | 0.052 | 0.069 | 1.106 | 0.270 | Not Significant |
| Stress Management | 0.264 | 0.054 | 0.289 | 4.872 | 0.000 | Significant |
| Adaptability and Flexibility | 0.043 | 0.050 | 0.054 | 0.865 | 0.388 | Not Significant |
| Supportive Work Environment | 0.313 | 0.052 | 0.342 | 6.042 | 0.000 | Significant |
| Self-care and Work-life Balance | 0.025 | 0.051 | 0.030 | 0.492 | 0.623 | Not Significant |
| Sense of Purpose and Motivation | 0.231 | 0.053 | 0.267 | 4.336 | 0.000 | Significant |
| **Regression Model** |
| Occupational Commitment = 0.598 + 0.313 (Supportive Work Environment) + 0.264 (Stress Management) + 0.231 (Sense of Purpose and Motivation) |
| R = 0.915; R² = 0.837; F = 198.472; p-value = 0.000 |

Presented in Table 4 is the regression analysis examining the significant influence of the domains in the level of bolstering durability skills, namely emotional resilience, stress management, adaptability and flexibility, supportive work environment, self-care and work-life balance, and sense of purpose and motivation on occupational commitment of public elementary school teachers. The regression model reveals that three domains, supportive work environment, stress management, and sense of purpose and motivation, significantly contribute to occupational commitment, while the other domains do not show a significant effect.

Among the significant predictors, supportive work environment has the strongest impact on occupational commitment (B = 0.313, Beta = 0.342, t = 6.042, p = 0.000), indicating that teachers who perceive a strong supportive environment are more likely to remain committed to their profession. Stress management also shows a significant positive influence (B = 0.264, Beta = 0.289, t = 4.872, p = 0.000), suggesting that effective coping strategies enhance teachers’ job commitment. Sense of purpose and motivation follows with a significant effect (B = 0.231, Beta = 0.267, t = 4.336, p = 0.000), highlighting the role of intrinsic motivation in sustaining occupational dedication. Emotional resilience (B = 0.058, Beta = 0.069, t = 1.106, p = 0.270), adaptability and flexibility (B = 0.043, Beta = 0.054, t = 0.865, p = 0.388), and self-care and work-life balance (B = 0.025, Beta = 0.030, t = 0.492, p = 0.623) were found not to have significant effects.

The regression equation is as follows: Occupational Commitment = 0.598 + 0.313 (Supportive Work Environment) + 0.264 (Stress Management) + 0.231 (Sense of Purpose and Motivation). The model explains 83.7% of the variance in Occupational Commitment (R² = 0.837), with an F-value of 198.472 and a p-value of 0.000, indicating that the overall model is statistically significant.

This implies that fostering a supportive work culture, enhancing stress management strategies, and cultivating a strong sense of purpose significantly improve teachers’ occupational commitment. While emotional resilience, adaptability, and work-life balance are conceptually valuable, they did not show a direct statistical effect in this context, suggesting areas for further attention or possible mediation through other organizational variables.

This finding is supported by Kiral (2020), who noted that teachers are more committed to their institutions when they feel supported by colleagues and administrators. Moreover, Khan et al. (2024) similarly emphasized the importance of stress management as a key driver of long-term occupational engagement. Furthermore, Chigeda et al. (2022) identified a clear link between a strong sense of purpose and increased dedication to teaching roles. However, other domains like emotional resilience, adaptability, and work-life balance, while important for personal well-being, may require contextual or institutional reinforcement to translate into higher commitment levels. This outcome indicates that certain internal and external factors interact differently in shaping teachers’ long-term professional dedication.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were drawn:

Firstly, the level of bolstering durability skills among public elementary school teachers is always observed. Teachers demonstrate strong emotional resilience, effective stress management, adaptability and flexibility, supportive work environments, self-care and work-life balance, and a clear sense of purpose and motivation. This implies that teachers possess the essential skills to manage professional challenges and maintain their well-being, which is vital for their sustained effectiveness.

Secondly, the level of occupational commitment among public elementary school teachers is always observed, with strong job satisfaction, organizational commitment, and confidence in job security and compensation. This implies that teachers are motivated and dedicated to their profession, which contributes to a stable and committed workforce.

Thirdly, a significant and high correlation exists between bolstering durability skills and occupational commitment. This implies that teachers with stronger durability skills are more likely to remain committed to their profession, enhancing their long-term engagement and performance.

Finally, supportive work environment, stress management, and sense of purpose and motivation significantly influence occupational commitment, with the supportive work environment having the strongest impact. This implies that fostering a positive and supportive workplace, alongside effective stress coping and intrinsic motivation, is key to sustaining teacher commitment. Meanwhile, emotional resilience, adaptability, and self-care do not show significant direct effects, suggesting their role may be more complex or indirect.

The findings of this study validate the theories of resilience, job demands and resources, and social cognitive processes in explaining the durability skills and occupational commitment of teachers. Resilience Theory, as described by Richardson (2002), highlights how teachers manage stress and adapt to challenges in their work. This study supports the idea that teachers who develop emotional regulation and coping skills are more likely to stay committed to their profession despite difficulties such as heavy workloads and limited resources. Furthermore, the Job Demands-Resources (JD-R) Model by Bakker and Demerouti (2007) explains how the balance between job demands and available resources affects teachers’ motivation and commitment. The results confirm that teachers with strong durability skills, supported by a positive work environment and resources, can better handle job pressures and maintain their dedication to teaching. Moreover, Bandura’s (1986) Social Cognitive Theory emphasizes the importance of self-efficacy, or teachers’ confidence in their abilities, in sustaining career persistence. This study validates that teachers who believe in their capacity to overcome challenges tend to be more motivated and committed to their profession.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of this study, the following recommendations were proposed:

Firstly, considering the very high level of bolstering durability skills among public elementary school teachers, it is recommended that school administrators continue to foster supportive work environments, provide stress management programs, and promote teachers’ sense of purpose and motivation. This can be achieved through regular professional development workshops, wellness initiatives, and mentoring programs that build resilience and intrinsic motivation. Teachers are encouraged to actively engage in these programs and practice self-care to maintain their durability skills over time.

Secondly, given the very high level of occupational commitment among teachers, school leaders should implement policies that sustain job satisfaction, organizational commitment, and job security. This includes offering competitive compensation, recognizing teacher achievements, and creating opportunities for career advancement. Teachers, in turn, may maintain open communication with administration and contribute positively to the school community to reinforce their commitment.

Thirdly, since a significant and high correlation exists between bolstering durability skills and occupational commitment, it is advisable for schools to integrate durability skill development into teacher support frameworks. Collaborative efforts between school leaders and teachers to enhance supportive environments and stress coping mechanisms will promote sustained occupational commitment. Additionally, intrinsic motivators such as recognizing teacher purpose should be emphasized to keep educators dedicated.

Finally, as supportive work environment, stress management, and sense of purpose and motivation significantly influence occupational commitment, these factors should be prioritized in policy making and teacher development programs. Although emotional resilience, adaptability, and self-care did not show significant direct effects, schools should still encourage their cultivation as they may have indirect benefits. Future researchers are encouraged to explore other factors influencing teacher durability and commitment, such as leadership styles, workload management, and community support, to strengthen teacher retention and performance.

Consent (where ever applicable)

This study was carried out in strict adherence to recognized ethical guidelines to safeguard the rights, dignity, and well-being of all participants. Prior to data collection, the researcher secured the necessary institutional approvals, including an endorsement from the Dean of the Graduate School and ethical clearance from the institution’s Ethics Review Committee. The study followed the ethical principles set forth by Pregoner et al. (2025), consistent with current standards in educational research involving human subjects. Participation was completely voluntary, and all respondents were fully informed about the study’s purpose, procedures, and their right to decline or withdraw at any point without penalty. Informed consent was obtained to ensure that participants clearly understood and agreed to their involvement. To maintain anonymity, no personally identifiable information was gathered, and all responses were treated with strict confidentiality. The data collected were used exclusively for academic purposes, affirming the ethical integrity, transparency, and respect for participant autonomy throughout the research process.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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