

# **Job Satisfaction and Organizational Commitment Among Teachers of the Bohol Association of Catholic Schools, Diocese of Tagbilaran**

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## **ABSTRACT**

Job Satisfaction is an attitude the employees have about their jobs, while organizational commitment refers to a widely recognized theory covering normative, affective, and continuance aspects. The study aimed to assess the level of job satisfaction and organizational commitment among teachers in BACS. Furthermore, it examined the correlation between job satisfaction and organizational commitment. It also looked into the significant difference in job satisfaction between the respondents' years of service. The study used the quantitative descriptive-normative survey method to gather data through standardized questionnaires. From 311 teachers, a random sample of 291 respondents was selected with a +/-1.46% margin of error at a 95% confidence interval. Results revealed that teachers were highly satisfied ( $\bar{x} = 3.46$ ) with their jobs, while had a moderate organizational commitment ( $\bar{x} = 3.08$ ). Moreover, a Spearman's rank-order correlation test revealed a positive correlation between job satisfaction and organizational commitment ( $r_s = 0.524, p = 0.000$ ). Furthermore, a Kruskal-Wallis H test showed a statistically significant difference in job satisfaction between the respondents' years of service, = 10.124,  $p=0.018$ , with a mean rank job satisfaction of 170.36 for one

year and below, 137.76 for more than one year – three years, 124.70 for more than three years – five years, and 148.75 for more than five years. A Dunn-Bonferroni test showed that teachers employed for one year and below significantly had higher job satisfaction than those who stayed for more than three years – five years.

**Keywords:** Educational Management, Job Satisfaction, Organizational Commitment, Spearman Rank Correlation, Kruskal-Wallis H Test; Philippines, Asia

## INTRODUCTION

One of the essential factors in making a difference in the institutional environment's working conditions is having committed, productive, highly motivated, and innovative teachers. In this globalized age, where technological advancement and influx of information are happening, institutions need to address teachers' job satisfaction and organizational commitment. One of the determinants of institutions' survival, success, and competing power depends on their teachers' level of commitment.

Job Satisfaction is an attitude that the employees have about their job. It results from their perception concerning their job (Ivancevich & Matteson, 1990). This perception may be negative or positive, depending on how the employee perceives his/her job. Bief (1998) added that job satisfaction is an internal state expressed by effectively evaluating the experience with some degree of favor or disfavor. In education, job satisfaction is one factor that will ensure class performance and productivity of schools. Every teacher must have a positive approach and the potential and clear intention to discharge their duty with utmost devotion to derive satisfaction from their work. The employee cannot effectively do the work without satisfaction. When employees are not satisfied, these employees are prone to absenteeism and excessive turnover, Chen, Yang, Shiau, and Wang (2006).

One concept that reveals the interest of employees in their works and their work environment is Organizational Commitment. It is known as the relative strength of an individual's identification with and involvement in a particular organization (Porter, Steers, Mowday, & Boulian, 1974). It is the belief of the employee to work effortlessly for the survival of the organization. It means Commitment requires an individual to solely play

his role in the organization's well-being concerning its goals and values. In education, Commitment to the school is similar to adopting the school's goals and values, making their best effort to meet them to sustain their will to stay in the school. Since the teacher is the central element in the educational system, holding various essential responsibilities, a teacher's Organizational Commitment is essential. Organizational Commitment influences the teaching profession, work performance, school, and student achievement (Billingley & Cross, 1992).

Research has shown that an employee's commitment to the organization and job satisfaction are essential contributors to retention and turnover. Studies of teacher turnover in the U.S., private schools have higher rates than in public schools; results have shown that in 2000–01, 21 percent of private school teachers had switched schools or left the teaching force since the previous school year compared with 15 percent of public school teachers (Luekens, 2004).

In the Philippines, the migration of teachers from private to public schools is a problem not only in the basic education system but also in higher education. Federation of Associations of Private Schools and Administrators (FAPSA) grieved that some of the member schools decided to close down because they have the problems of retaining teachers who opted to move to public schools because of higher compensation (Hernando-Malipot, 2018).

In the Province of Bohol, particularly in the Bohol Association of Catholic Schools, the Diocese of Tagbilaran is confronted by these challenges. Based on the data acquired from the association in the year 2012 to 2019, the highest percentage of teacher turnover was 48.04%, and the lowest recorded data was 13.69% (Bohol Association of Catholic Schools, Diocese of Tagbilaran, 2020). A constant exodus of private school teachers to opt to teach in the public sector is inevitable. Hence, massive yearly recruitment of teachers transpired in BACS. Results of this study will provide factual data and recommendations to level up job satisfaction and enhance the organizational Commitment of its teaching employees, thus minimizing teachers' turnover. Then, it will be the basis of the proposed enhancement program for the association.

**Theoretical Background.** This study is based on the different theories on job satisfaction and organizational commitment. **Maslow's Needs Hierarchy Theory** suggests the five levels of human needs: physiological, safety, acceptance, esteem, and self-actualization. This

theory was developed to explain human motivation and job satisfaction (Maslow, 1958). Financial compensation and healthcare in an organization are benefits that help an employee meet their basic physiological needs. It focuses on the compensation and benefit of answering the basic needs: pay, food, shelter, clothing, and excellent and comfortable work conditions. Safety needs are fair treatment, protection against threats, job security, and physical safety in the work environment. A feeling of belongingness in the organization is a feeling as though they belong to the workplace. It is the positive relationships with colleagues and supervisors, feeling of being loved and accepted. Esteem is the need for recognition, respect, achievement, autonomy, and independence—a feeling of being valued and appreciated by their colleagues and their organization. Employee empowerment contributes to self-esteem. Self-actualization is where the employee needs to grow and develop to become everything they are capable of becoming. It is an attainment of one's full potential or self-development.

Another Theory is **Herzberg's Motivation Theory Model, or Two - Factor Theory** asserts that there are two factors that an organization can adjust to influence motivation in the workplace. These are Motivating factors, which are found in the job, and Hygiene factors; these surround the job. Motivating factors include the following: Achievement, Recognition, Work Itself, Responsibility, Advancement, and Growth. When employees enjoy these motivating factors, there is a high level of work productivity. In education, teachers are inspired and encouraged to do more in their jobs, and they will live a productive life in a productive community. *On the other hand, hygiene factors* are not present in the actual job but surround the job. This factor will cause employees to work less if not present. These factors include company policies that should be fair and clear to every employee. These are Supervision, Relationship, Work Conditions, Salary, Status, and Security. According to Herzberg, remedying the causes of dissatisfaction will not create satisfaction nor add job satisfaction factors to eliminate job dissatisfaction. Therefore, this theory asserts eliminating the employee's dissatisfaction and, secondly, help the employee find satisfaction. In other words, as an administrator, there is a need to take a little time with each of the employees to check that they are happy, that they think reasonably and respectfully treated, and not being affected by unnecessary bureaucracy (Alshmemri, Shahwan-Akl, & Maude, 2017).

Another theory anchored in this study is **Alderfer's ERG theory**, the regrouping of Maslow's Hierarchy of Needs into a three-factor model of motivation known as the ERG model, which stands for Excellence, Relatedness, and Growth. Existence is on physical and psychological viability, relatedness is the sense of fellowship or a good relationship with oneself, and growth is on the fulfillment, achievement, and self – development of an individual. This theory asserts that anyone can be motivated by these three needs without focusing on one level before the other, as Maslow's model established. It means that anyone can be motivated at multiple levels at the same time, have their motivational priorities change with their sense of progress (Alderfer, 1969).

Another theory is **McClelland's Theory of Needs**. This theory revolves around three important aspects, namely, Achievement, Power, and Affiliation. It points out that regardless of age, sex, race, or culture, we all possess one of these needs and are driven by it. This theory states that the needs for achievement, power, and affiliation significantly influence an individual's behavior (McClelland, 1987).

**Dispositional Theory** focuses on the study of human personality and behavior. It is the measurement of habit patterns in an individual's behavior, thoughts, and emotions. It is observed that traits become relatively stable, depending on the individual and his social and environmental surroundings, which influence behavior. (Allport, 1927) also believed that a set of traits shapes every individual's personality.

**Three-Component Model (or TCM)** is considered a prominent theory in organizational Commitment (Meyer & Allen, 1991). This theory has three distinctive components a.) affective Commitment, b) continuance commitment, and c) normative commitment. Affective Commitment is the emotional attachment to an organization. It is an employees' affection for the job. Continuance commitment is the degree to which the employee believes that leaving the organization would be costly. There is a fear of dispossession of the employee. It means that the employee will stay in the organization because of their disruptions when leaving the organization. In comparison, normative Commitment is the sense of obligation of the employee to stay. The employee exhibits a feeling of being obligated to the organization. Here, the employee ought to stay in the organization. On the whole, affective, continuance, and normative Commitment, means the employee wants to stay, must stay, and ought to stay in the organization, respectively.

**Job Satisfaction.** Organizations today are confronted with so many challenges to survive. Factors for survival are entirely embedded in employees' satisfaction and Commitment to organizational goals and aspirations, which will bring about employees' decision whether to stay or not (Choudhary, 2016).

Many studies proved that job satisfaction has a significant favorable influence on organizational Commitment (Deconinck, 2009). Job satisfaction is a concept with multiple dimensions.

**Task accomplishments** are similar to satisfaction with work. Hoppock (1935) says that it is the emotional reaction that employees exhibit towards their job. It is viewed as the happiness that people have with the job they perform, Hackman & Oldham (1975). When an employee is enjoying his/her work and has a positive perspective, this employee displays job satisfaction. Several studies found that individuals who are extremely satisfied with their work, coworkers, and earnings have a higher level of job satisfaction.

**Compensation** plays a vital role in determining an employee's level of job satisfaction and an instrument in the hand of the management that can contribute to organizational effectiveness. It creates a positive impact on the behavior and productivity of employees. Compensation also determines the attraction and retention of employees. Study conducted in a South African context, fringe benefits do not correlate with job satisfaction and are not significant, the research reveals. It is also in line with the study of Mbundu (2011) that job satisfaction did not correlate with fringe benefits. Moloantoa (2015) supported that fringe benefits are not the predictor of job satisfaction, as revealed in his study. While compensation influences job satisfaction among academic staff.

Several studies state that **role conflict and role ambiguity** explained statistically significant variance in feelings of emotional exhaustion and depersonalization. The study had suggested minimizing role conflict and role ambiguity (Schwab & Iwanicki, 1982). Literature indicates that role ambiguity and role conflict in complex organizations result in dysfunctional individual and organizational consequences. (Rizzo, House, & Lirtzman, 1970). According to the role model, role conflict is the inadequacy of a person to perceive expectations regarding his/her role (Bobbit, 1978).

Managers and administrators recognize **coaching** as one of the most desirable behaviors for successful management and leadership. It is a managerial practice that is effective in helping employees to learn

and become an efficient employee (Ellinger, Ellinger, & Keller, 2003; Evered & Selman, 1989; Peterson & Hicks, 1996). Studies state that managerial coaching has its influence on employee role recognition, work attitude, and performance. (Kim, Egan, Kim, & Kim, 2013). An absence of managerial coaching may lead to employees' dissatisfaction and decreased organization commitment, leading to ineffective performance (McLean, Yang, Kuo, Tolbert, & Larkin, 2005). Prather-Jones (2011), in his study, he found that support was especially critical during teachers' initial years in the field. From both administrators and colleagues, continued support was an essential factor in their decisions to remain in their current teaching positions. Johnson & Birkeland (2003) Teachers who experienced inconsistent, unsupportive, abusive, or neglectful administrators left their schools to pursue another career or teach at another school. Employees also believe that managerial coaching would result in personal advancement and organizational competitiveness (Longenecker & Neubert, 2005).

A **work environment** is the setting, the social features, and the physical conditions in which an employee performs his or her job. These elements can impact feelings of well-being, workplace relationships, collaboration, efficiency, and employee health. Employees prefer to work with people who have a favorable view of the job. Generally, employees experiencing a high level of job satisfaction love their job. These employees feel justice in an environment in which they work. Teachers exhibit greater job satisfaction and the intention to remain in their schools when they have positive feelings about their leadership and relationships with colleagues. Transparency and open communication from employees' need to feel the value of what they have to say. It makes employees feel that they belong in the organization.

According to (Becker, Billings, Eveleth, & Gilbert , 1996), employees who are satisfied with their job are extremely loyal to their organizations. Similarly, Deconinck (2009) said that many studies proved that job satisfaction significantly influences organizational Commitment. Mowday, Steers, & Porter (1979) articulated that Commitment is more global concerning the employee's attitude toward the organization and its goals and values.

**Organizational Commitment.** A three-component conceptualization of organizational commitment of Meyer and Allen (1991), and Meyer and Herscovitch (2001) stressed affective, continuance, and normative dimensions of commitment.

Nyhan (1999), states that interpersonal trust correlates with **affective commitment**. Affective commitment reflects based on employees' emotional ties developed primarily due to positive work experiences. It is referred to as an emotional attachment to and involvement and identification with the organization (Allen & Meyer, 1990). According to (Jaros, Jermier, Koehler, & Sincich, 1993), affective commitment is identified with employees' desirable behaviors that contribute to job satisfaction, increased productivity, personnel stability, and good organizational citizenship. (Mathieu & Zajac, 1990), said employees who have a high level of confidence in what they do show higher affective commitment.

**Continuance commitment** is the second construct of organizational commitment propounded by Meyer & Allen (1991) built upon Becker's side-bet theory. According to this theory, when an individual works for several years in an organization, he tends to accumulate investments in time, effort, and skills, too costly to lose. The employees also consider what they would gain when they remain in the organization and possible losses if they leave the organization.

**Normative commitment** is the third construct of organizational commitment. Allen & Meyer (1990) and Randall & Cote (1991) differentiate normative commitment from affective and continuance commitment as an employee's obligation to continue employment with the organization. The employee feels obligated towards the firm which has invested in them. When an organization has financed the employees' education and training to improve qualifications and professional development, they feel a moral obligation to the organization. They feel obligated to provide services in return. Jaros, Jermier, Koehler, & Sincich (1993) added that normative commitment is found similar to moral commitment. It differs from continuance commitment; it is not dependent on the investments that employees have put into the organization.

Jaros S. J. (1997) added that organizational commitment is an integral part of an employee's psychological state because employees who experience high organizational commitment are likely to engage in citizenship activities and high job performance beneficial to the organization. Also, Mowday, Porter, & Street (1982) defined and conclude organizational commitment as staff's holding conviction to organizational goals and values, with the tendency toward significant efforts for the organization and high interest in maintaining one's membership in the organization.



To sum up, organizational commitment is a psychological state that binds the employee and the organization. Employee organizational commitment is one of the essential factors that can influence organizational productivity and employee well-being (Meyer & Herscovitch, 2001).

## **RESEARCH METHODOLOGY**

The study aimed to assess the level of job satisfaction and organizational commitment among teachers in BACS. Furthermore, it examined the correlation between job satisfaction and organizational commitment. It also looked into the significant difference in job satisfaction between the respondents' years of service.

The study used the quantitative descriptive-normative survey method to gather data through standardized questionnaires.

Job Satisfaction was measured using the standardized tool based on the research conducted by Kalkavan and Katrinli (2014); Diagnostic and Coaching: Ellinger, Ellinger, and Keller (2003); Role Conflict and Ambiguity: Rizzo, House, Lirtzman (1970); Compensation and Benefits: Spector (1994); Task Accomplishment: Cammann, Fichman, Jenkins, Klesh (1983). Allen and Meyer (2004) used an updated version of the TCM Employee Commitment Survey to assess Organizational Commitment, which comprised 18 items measuring affective, normative, and continuation commitment.

From 311 teachers, a random sample of 291 respondents was selected with a +/-1.46% margin of error at a 95% confidence interval. Responses were submitted, and the only fully answered surveys were taken into consideration, discarding those which have some missing data (Jaros, 2007).

Finally, the research was conducted in an ethical manner. The subjects were not exposed, and their anonymity was secured throughout this study. They were fully informed of the associated procedures and risks, as well as they were given their full consent to participate, and they were not forced into participating.

## **RESULTS AND DISCUSSION**

Results revealed that almost half (48%) belonged to the younger age group of 21-25, while the older age group of 51 and above comprised

8% of the respondents. Results showed that less than three-quarters (70%) were females, and three out of ten (30%) were males. Furthermore, seven in ten (69%) teachers were singles, while more than half (52%) had acquired a BSE or BSED degree. More than one-third (35%) of the teachers had more than a year to three years of work experience.

## Level of Job Satisfaction of the Respondents

Table 1. Level of Satisfaction on Diagnostic and Coaching

Items	Weighted Mean	Descriptive Value	Interpretation	Rank
I receive respect and fair treatment from my superior.	3.66	Strongly Agree	Highly Satisfied	1
I receive support and guidance from my superior.	3.59	Strongly Agree	Highly Satisfied	2
I am given opportunities by my superior to broaden my perspective by helping me to see the big picture.	3.51	Strongly Agree	Highly Satisfied	3
I am provided with constructive feedback from my superior.	3.48	Strongly Agree	Highly Satisfied	4
I receive a quality of supervision in my work.	3.43	Strongly Agree	Highly Satisfied	5.5
I receive analogy scenarios and examples to help me learn.	3.43	Strongly Agree	Highly Satisfied	5.5
<b>Composite Mean</b>	<b>3.51</b>	<b>Strongly Agree</b>	<b>Highly Satisfied</b>	

Legend:

Scaling	Descriptor	Interpretation
3.25 – 4.00	Strongly Agree	Highly Satisfied
2.50 – 3.24	Moderately Agree	Moderately Satisfied
1.75 – 2.49	Slightly Agree	Less Satisfied
1.00 – 1.74	Disagree	Dissatisfied

Results revealed that teachers were highly satisfied with their jobs in terms of Diagnostic and Coaching ( $\bar{x} = 3.51$ ). The top three items in this dimension were, “I receive respect and fair treatment from my superior” ( $\bar{x} = 3.66$ ), “I receive support and guidance from my superior” ( $\bar{x} = 3.59$ ),

and “I am given opportunities by my superior to broaden my perspective by helping me to see the big picture” ( $\bar{x} = 3.51$ ). The bottom three items were “I am provided with constructive feedback from my superior” ( $\bar{x} = 3.48$ ), and a tie on items “I receive a quality of supervision in my work,” and “I receive analogy scenarios and examples to help me learn” ( $\bar{x} = 3.43$ ).

This study agrees with (Mihans, 2008) study, which revealed that mentoring is vital and necessary for increased teacher retention, especially among beginning teachers, who are particularly in need of meaningful help during their early years in the classroom. (Peterson & Hicks, 1996) claimed that employees could develop self-awareness by systematic feedback from managers. This helpful feedback can help employees clearly understand their goals and responsibility. The faculty can connect their contribution to the bigger picture of the schools’ strategic directions, hence, higher job satisfaction.

Table 2. Level of Satisfaction on Role Conflict and Ambiguity

Items	Weighted Mean	Descriptive Value	Interpretation	Rank
I know what my responsibilities are.	3.82	Strongly Agree	Highly Satisfied	1
I know the goals and objectives for my job.	3.78	Strongly Agree	Highly Satisfied	2
I am aware of the task that has to be done.	3.70	Strongly Agree	Highly Satisfied	3
I know exactly what is expected of me.	3.41	Strongly Agree	Highly Satisfied	4
I feel certain about how much authority I have.	3.38	Strongly Agree	Highly Satisfied	5
I know that I have managed my time properly.	3.32	Strongly Agree	Highly Satisfied	6
<b>Composite Mean</b>	<b>3.570</b>	<b>Strongly Agree</b>	<b>Highly Satisfied</b>	

Legend:

Scaling	Descriptor	Interpretation
3.25 – 4.00	Strongly Agree	Highly Satisfied
2.50 – 3.24	Moderately Agree	Moderately Satisfied
1.75 – 2.49	Slightly Agree	Less Satisfied
1.00 – 1.74	Disagree	Dissatisfied

In terms of Role Conflict and Ambiguity, results showed that teachers were highly satisfied with their jobs ( $\bar{x} = 3.57$ ). The top three items were the respondents' knowledge of their responsibilities ( $\bar{x} = 3.82$ ), their perception of their job's goals and objectives ( $\bar{x} = 3.78$ ), and their level of awareness of the task assigned to them ( $\bar{x} = 3.70$ ). The bottom three were the items on their knowledge of what is expected of them ( $\bar{x} = 3.41$ ), the certainty of the authority they have ( $\bar{x} = 3.38$ ), and knowledge on how they manage their time properly ( $\bar{x} = 3.32$ ).

The findings support the study of (Zafarullah, Mumtaz, Murad, Abida, & Humera, 2016) , which revealed that improper time management is one factor that negatively affects the teachers' performance. Such could have explained the lowest rank of this item on their job satisfaction on this particular dimension.

Table 3. Level of Satisfaction on Compensation and Benefits

Items	Weighted Mean	Descriptive Value	Interpretation	Rank
I received equitable benefit packages. (bonuses, healthcare, rewards, and the like)	3.56	Strongly Agree	Highly Satisfied	1
Salary raises are fair and reasonable.	3.53	Strongly Agree	Highly Satisfied	2
I receive fair compensation for the work I do.	3.52	Strongly Agree	Highly Satisfied	3
I am provided with full financial support for In-service training and company-sponsored training and seminars.	3.50	Strongly Agree	Highly Satisfied	4
I feel satisfied with my chances for salary increases.	3.46	Strongly Agree	Highly Satisfied	5
<b>Composite Mean</b>	<b>3.505</b>	<b>Strongly Agree</b>	<b>Highly Satisfied</b>	

Legend:

Scaling	Descriptor	Interpretation
3.25 – 4.00	Strongly Agree	Highly Satisfied
2.50 – 3.24	Moderately Agree	Moderately Satisfied
1.75 – 2.49	Slightly Agree	Less Satisfied
1.00 – 1.74	Disagree	Dissatisfied

Results revealed that teachers were highly satisfied with their jobs in terms of Compensation and Benefits ( $\bar{x} = 3.51$ ). The top-ranked item was “I received equitable benefit packages, such as bonuses, healthcare, rewards, and the like” ( $\bar{x} = 3.56$ ), followed by “salary raises are fair and reasonable” ( $\bar{x} = 3.53$ ), “I receive fair compensation for the work I do” ( $\bar{x} = 3.52$ ). The bottom-ranked items were “I am provided with financial support for in-service training and seminars” ( $\bar{x} = 3.50$ ), and “I feel satisfied with chances of salary increases” ( $\bar{x} = 3.46$ ).

The findings confirm (Aydogdu & Asikgil, 2011) saying that Wages and Salaries are essential factors for job satisfaction. (Rahman & Chowdhury, 2012) added that a low salary or poor compensation benefits directly influence teachers’ job satisfaction. (Ingersoll, 2001) has documented the influence of salary on rates of teacher turnover. Moreover, the theory of Abraham Maslow, the Maslow Needs Hierarchy Theory, suggests the five-level of human needs in which financial compensation affects job satisfaction. The participants’ satisfaction with the Benefits and salary increase accorded on the findings of (Mbundu, 2011) stating that fringe benefits do not correlate with job satisfaction. (Moloantoa, 2015), added that fringe benefits are not the predictor of job satisfaction, while compensation influences job satisfaction

Table 4. Level of Satisfaction on Task Accomplishments

Items	Weighted Mean	Descriptive Value	Interpretation	Rank
I have all the willingness to accomplish the tasks given to me.	3.71	Strongly Agree	Highly Satisfied	1
I am satisfied with my job in school;	3.60	Strongly Agree	Highly Satisfied	2
I like the tasks assigned to me in my school;	3.55	Strongly Agree	Highly Satisfied	3
<b>Composite Mean</b>	<b>3.623</b>	<b>Strongly Agree</b>	<b>Highly Satisfied</b>	

Legend:

Scaling	Descriptor	Interpretation
3.25 – 4.00	Strongly Agree	Highly Satisfied
2.50 – 3.24	Moderately Agree	Moderately Satisfied
1.75 – 2.49	Slightly Agree	Less Satisfied
1.00 – 1.74	Disagree	Dissatisfied

In terms of Task Accomplishments, results revealed that teachers were highly satisfied ( $\bar{x} = 3.62$ ). The respondents' willingness to accomplish the given task had the highest rating ( $\bar{x} = 3.71$ ), followed by their job satisfaction in their school ( $\bar{x} = 3.60$ ), and they like the task assigned to them in their school ( $\bar{x} = 3.55$ ).

This result was in accord with (Feldman & Arnold, 1985) stating that the nature of the work assigned to the employee plays a significant role in attaining job satisfaction

Table 5. Level of Satisfaction on Work Environment

Items	Weighted Mean	Descriptive Value	Interpretation	Rank
Working conditions are good at my school.	3.34	Strongly Agree	Highly Satisfied	1
My school offers sufficient opportunities to develop my abilities.	3.31	Strongly Agree	Highly Satisfied	2
My school's work environment is good and highly motivating.	3.26	Strongly Agree	Highly Satisfied	3
The school provides enough information to discharge my responsibilities.	3.21	Moderately Agree	Moderately Satisfied	4
I am given a lot of work empowerment to decide about my style and pace of work.	3.10	Moderately Agree	Moderately Satisfied	5
It is hard to take time off during our work to take care of personal or family matters.	2.72	Moderately Agree	Moderately Satisfied	6
<b>Composite Mean</b>	<b>3.158</b>	Moderately Agree	Moderately Satisfied	

Legend:

Scaling	Descriptor	Interpretation
3.25 – 4.00	Strongly Agree	Highly Satisfied
2.50 – 3.24	Moderately Agree	Moderately Satisfied
1.75 – 2.49	Slightly Agree	Less Satisfied
1.00 – 1.74	Disagree	Dissatisfied

Results showed that the teachers were moderately satisfied with Work Environment ( $\bar{x} = 3.16$ ). The top-ranked items were the following,

*“Working conditions are good at their school”* ( $\bar{x} = 3.34$ ), *“My school offers sufficient opportunities to develop my abilities”* ( $\bar{x} = 3.31$ ) (3.31), and *“My school’s work environment is good and highly motivating”* ( $\bar{x} = 3.26$ ). The respondents had a moderate level of satisfaction on the following bottom three items, *“The school provides enough information to discharge my responsibilities”* ( $\bar{x} = 3.21$ ), item *“I am given a lot of work empowerment to decide about their style and pace of work”* ( $\bar{x} = 3.10$ ), and *“It is hard to take time off during their work to take care of personal and family matters”* ( $\bar{x} = 2.72$ ).

The findings agree with (Mihans, 2008) that teachers are most likely to remain in the profession when provided with satisfactory working conditions and accorded with a sense of autonomy. (Johnson, 2006) It also revealed that teachers appear to derive greater satisfaction from their work when they perceive greater independence in their classrooms and their ability to affect school policies and practices.

Table 6. Summary Table for the Respondents’ Level of Job Satisfaction

Areas	Weighted Mean	Descriptive Value	Interpretation	Rank
Task Accomplishments	3.62	Strongly Agree	Highly Satisfied	1
Role Conflict and Ambiguity	3.57	Strongly Agree	Highly Satisfied	2
Diagnostic and Coaching	3.52	Strongly Agree	Highly Satisfied	3
Compensation and Benefits	3.51	Strongly Agree	Highly Satisfied	4
Work Environment	3.16	Moderately Agree	Moderately Satisfied	5
<b>Overall Level of Job Satisfaction</b>	<b>3.457</b>	<b>Strongly Agree</b>	<b>Highly Satisfied</b>	

Results revealed that overall, teachers were highly satisfied ( $\bar{x} = 3.46$ ) with their jobs, where “task accomplishments” ( $\bar{x} = 3.62$ ) was the top-rated area while “work environment” ( $\bar{x} = 3.16$ ) was rated the least. The respondents need to work out the bottom three items in this dimension. The institution has to look into the need of the teacher-respondents to take time off during their work to take care of personal or family matters when highly needed. They are moderately satisfied with the institution’s work empowerment and enough information to discharge their responsibilities.

## Level of Organizational Commitment of the Respondents

Table 7. Level of Affective Commitment

Item	Weighted Mean	Descriptive Value	Interpretation	Rank
I feel like “part of the family” at my organization.	3.56	Strongly Agree	Highly Committed	1
This organization has a great deal of personal meaning for me.	3.38	Strongly Agree	Highly Committed	2
I feel emotionally attached' to this organization.	3.37	Strongly Agree	Highly Committed	3
I feel a strong sense of belonging to my organization.	3.31	Strongly Agree	Highly Committed	4
I would be very happy to spend the rest of my career with this organization.	3.17	Moderately Agree	Moderately Committed	5
I really feel as if this organization's problems are my own.	2.90	Moderately Agree	Moderately Committed	6
<b>Composite Mean</b>	<b>3.281</b>	<b>Strongly Agree</b>	<b>Highly Committed</b>	

Legend:

Scaling	Descriptor	Interpretation
3.25 – 4.00	Strongly Agree	Highly Satisfied
2.50 – 3.24	Moderately Agree	Moderately Satisfied
1.75 – 2.49	Slightly Agree	Less Satisfied
1.00 – 1.74	Disagree	Dissatisfied

Results showed that teachers had a high commitment in the Affective dimension ( $\bar{x} = 3.28$ ). The three top-ranked items were “*I feel like part of the family at my organization*” ( $\bar{x} = 3.56$ ), “*the organization has a great deal of personal meaning to me*” ( $\bar{x} = 3.38$ ), and “*I feel emotionally attached to this organization*” ( $\bar{x} = 3.37$ ). The third item from the bottom was “*I feel a strong sense of belonging to my organization*” ( $\bar{x} = 3.31$ ). Second, from the bottom was “*I would be very happy to spend the rest of my career with this organization*” ( $\bar{x} = 3.17$ ). The least-ranked item was “*I feel as if this organization's problems are my own*” ( $\bar{x} = 2.90$ ). The two bottom items in this dimension yielded a moderate level of commitment, which may explain the departure of the teachers from the private schools



as they felt moderately happy staying and devoting their careers to the organization.

Table 8. Level of Normative Commitment

Items	Weighted Mean	Descriptive Value	Interpretation	Rank
This organization deserves my loyalty.	3.41	Strongly Agree	Highly Committed	1
I owe a great deal to my organization.	3.38	Strongly Agree	Highly Committed	2
I would not leave my organization right now because I have a sense of obligation to its people.	3.37	Strongly Agree	Highly Committed	3
I would feel guilty if I left my organization now.	3.09	Moderately Agree	Moderately Committed	4
I feel any obligation to remain with my current employer.	3.08	Moderately Agree	Moderately Committed	5
Even if it were to my advantage, I do not feel it would be right to leave my organization now.	3.06	Moderately Agree	Moderately Committed	6
<b>Composite Mean</b>	<b>3.23</b>	<b>Moderately Agree</b>	<b>Moderately Committed</b>	

Legend:

Scaling	Descriptor	Interpretation
3.25 – 4.00	Strongly Agree	Highly Satisfied
2.50 – 3.24	Moderately Agree	Moderately Satisfied
1.75 – 2.49	Slightly Agree	Less Satisfied
1.00 – 1.74	Disagree	Dissatisfied

Results revealed that teachers had a moderate Normative commitment ( $\bar{x} = 3.23$ ). Teachers rated a high commitment on the following items, “*this organization deserves my loyalty*” ( $\bar{x} = 3.41$ ), “*I owe a great deal to their organization*” ( $\bar{x} = 3.38$ ), and “*I would not leave my organization right now because I have a sense of obligation to its people*” ( $\bar{x} = 3.37$ ). Teachers rated moderately on the following items, “*I would feel guilty if I left my organization now*” ( $\bar{x} = 3.09$ ), “*I feel any obligation to remain with my current employer*” ( $\bar{x} = 3.08$ ), and “*I feel any obligation to remain with*

my current employer" ( $\bar{x} = 3.08$ ). The low-rated item was "even if it were to my advantage; I do not feel it would be right to leave my organization now" ( $\bar{x} = 3.06$ ).

The finding agrees with (Randall & Cote, 1991) study that differentiates normative commitment from affective and continuance commitment as an employees' obligation to continue employment with the organization. The employee feels obligated towards the firm which has invested in them. The employee thinks that they should continue rendering their services to the firm. (Jaros, Jermier, Koehler, & Sincich, 1993) added that normative commitment was found similar to moral commitment.

Table 9. Level of Continuance Commitment

Items	Weighted Mean	Descriptive Value	Interpretation	Rank
It would be very hard for me to leave my organization right now, even if I wanted to.	2.98	Moderately Agree	Moderately Committed	1
Right now, staying with my organization is a matter of necessity as much as desire.	2.94	Moderately Agree	Moderately Committed	2
Too much in my life would be disrupted if I decided I wanted to leave my organization now.	2.70	Moderately Agree	Moderately Committed	3
If I had not already put so much of myself into this organization, I might consider working elsewhere.	2.58	Moderately Agree	Moderately Committed	4
I feel that I have too few options to consider leaving this organization.	2.57	Moderately Agree	Moderately Committed	5
One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.	2.55	Moderately Agree	Moderately Committed	6
<b>Composite Mean</b>	<b>2.721</b>	<b>Moderately Agree</b>	<b>Moderately Committed</b>	

Legend:

Scaling	Descriptor	Interpretation
3.25 – 4.00	Strongly Agree	Highly Satisfied
2.50 – 3.24	Moderately Agree	Moderately Satisfied
1.75 – 2.49	Slightly Agree	Less Satisfied
1.00 – 1.74	Disagree	Dissatisfied

In terms of Continuance commitment, the teachers rated themselves moderately committed ( $\bar{x} = 2.72$ ). The top-ranked items were as follows, *“It would be very hard for me to leave my organization right now, even if I wanted to”* ( $\bar{x} = 2.98$ ), *“Right now, staying with my organization is a matter of necessity as much as desire”* ( $\bar{x} = 2.94$ ), and *“Too much in my life would be disrupted if I decided I wanted to leave my organization now”* ( $\bar{x} = 2.70$ ).

The bottom-rated items were as follows, *“If I had not already put so much of myself into this organization, I might consider working elsewhere”* ( $\bar{x} = 2.58$ ), *“I feel that I have too few options to consider leaving this organization”* ( $\bar{x} = 2.57$ ), and *“One of the few negative consequences of leaving this organization would be the scarcity of available alternatives”* ( $\bar{x} = 2.55$ ).

The findings agree that employees with continuance commitment have high sacrifice perceptions for having few alternatives or lack of alternate employment opportunities. (Reilly & Orsak, 1991); (Meyer & Allen, 1991). This result supports the Three-Component Model of Meyer and Allen 1991, stating that continuance commitment is the degree to which the employee believes that leaving the organization would be costly. There is a fear of dispossession of the employee. It means that the employee will stay in the organization because of their disruptions when leaving the organization.

Table 10. Summary Table for the Respondents' Level of Organizational Commitment

Areas	Weighted Mean	Descriptive Value	Interpretation	Rank
Affective Commitment	3.28	Strongly Agree	Highly Committed	1
Normative Commitment	3.23	Moderately Agree	Moderately Committed	2
Continuance Commitment	2.72	Moderately Agree	Moderately Committed	3
<b>Overall Level of Organizational Commitment</b>	<b>3.078</b>	<b>Moderately Agree</b>	<b>Moderately Committed</b>	

In terms of organizational commitment, teachers rated themselves as moderate ( $\bar{x} = 3.08$ ). Results showed that teachers had a high rating in the area of affective commitment ( $\bar{x} = 3.28$ ). These findings agree (Jaros, Jermier, Koehler, & Sincich, 1993) that affective commitment is one of

the employees' desirable behaviors that contribute to job satisfaction, increased productivity, personnel stability, and good organizational citizenship.

Table 11. Correlation between Job Satisfaction and Organizational Commitment

Variables	Spearman Rank Correlation Value	P-value	Decision	Interpretation
Job Satisfaction and Organizational Commitment	0.524	0.000	Reject the null hypothesis	There is a significant relationship between the variables

A Spearman's rank-order correlation test showed a positive correlation between job satisfaction and organizational commitment ( $r_s = 0.524, p = 0.000$ ). The result implies that teachers who have high job satisfaction will most likely have high organizational commitment. The findings support Herzberg's Motivation Theory Model or Two – Factor Theory as predicted. Responsibility is the sense of commitment employees should hold themselves responsible for their work. Being aware of the tasks shows a sense of commitment of an employee to the organization. The result also confirms with (Mathieu J. E., 1991) that commitment is reciprocally related to satisfaction and the effect of satisfaction on commitment is more than reverse. (Jaros S. J., 1997) An assessment of (Meyer & Allen, 1991) added that organizational commitment is an integral part of an employee's psychological state. Employees who experience high organizational commitment are likely to engage in citizenship activities and high job performance beneficial to the organization. (Mathur & Salunke, 2013) Organizational commitment and Job Satisfaction: A Study of the Manufacturing Sector attempted to examine the impact of job satisfaction on organizational commitment and found a strong positive relationship between job satisfaction and organizational commitment.

Table 12. Significant Variance in the Teachers' Job Satisfaction when grouped according to Years of Service

Variables	Kruskal-Wallis H Value	P-value	Decision	Interpretation
Years of Service and Job Satisfaction	10.124	0.018	Reject null hypothesis	There is a significant degree of variance in job satisfaction between the years of service groups

A Kruskal-Wallis H test showed a statistically significant difference in job satisfaction between the teachers' years of service,  $H(3) = 10.124$ ,  $p=0.018$ , with a mean rank job satisfaction of 170.36 for one year and below, 137.76 for more than one year – three years, 124.70 for more than three years – five years, and 148.75 for more than five years. A Dunn-Bonferroni test showed that teachers employed for one year and below significantly had higher job satisfaction than those who stayed for more than three years – five years.

## CONCLUSIONS

The findings of this research confirmed that Job Satisfaction significantly correlates to Organizational Commitment. The commitment that the teachers have exerted to their respective job yielded a generally high level of job satisfaction, which means that the teachers exerted meaningful efforts in their school functions. In other words, teachers find their jobs highly relevant, as manifested in their level of organizational commitment. However, teachers' level of satisfaction in the work environment is moderate.

Generally, as observed in this research, teachers' job satisfaction and commitment to the organization entwine. It proves that the teachers' overall satisfaction with their job positively correlates with emotional attachment, confidence, loyalty, and commitment to the organization.

Overall findings tie up the theories of the hierarchy of needs (Maslow et al., 1970), Alderfer's ERG theory (1969), and McClelland's learned needs theory (McClelland, 1987) shaped the understanding and concepts of job satisfaction. Each of these theories has a particular view of human needs, separately. A person with a high degree of job satisfaction maintains positive attitudes and feels good about their work environment. Dissatisfied

one appears to have negative feelings and attitudes towards their job (Robbins, 1989). There could be a propensity to have less commitment to the job and the company as well.

## RECOMMENDATIONS

In view of the findings and conclusions, the following recommendations are given:

1. A need to collaborate with the various principals of the schools being included in this research for the best time for the researcher to present the findings;
2. As the Work Environment which registered lowest and Compensation and Benefits,
  - 1.1 given that a concrete timeline is followed regarding the teachers' deliverables in the studies sites, a series of training is needed pertaining to "Time Management" to ensure that teachers have time to spend on personal and family matters. Time management is highly imperative to create a balance between school and personal/family life that the two responsibilities of the teacher will not cross each other. It will also promote highly positive well-being of the teachers.
  - 1.2 A need to involve the teachers in the strategic planning of the institution so that they have the commonality of directions to meet the indicators of the overall institutional direction. They will also be provided with academic freedom to implement their actualization of the plan embedding their creativity and rational thinking. In the end, teachers are given the empowerment to decide on their output upholding the academic integrity at their own pace without compromising the quality of the school;
- 2 A need for the institutions to develop concrete cascading of detailed implementing guidelines with thorough information on how to discharge responsibilities of every rank-and-file up to the top management. In this regard, the evaluation will be so clear on what is expected from each member of the institution.
- 3 A need to be very creative in designing the series of capacity building, promoting a highly-conducive working environment

- that will motivate the employees to be task-oriented as well as relationship-oriented;
- 4 After the annual evaluation of teachers in all institutions, a need to profile their strong and weak points. Each institution will capitalize on every employee's strong points and consider their professional growth in the areas that they are weak. By tracking such, those can be retooled by providing the best training for them, be it in-house or crash course;
  - 5 A need to provide full support (moneywise) when teachers are sent out for training and seminars;
  - 6 A need to provide equity and merit in the promotion of well-deserving faculty with the corresponding increase in salary; hence, a need to conduct regular monitoring and evaluation so that a concrete measure on teaching performance is authentic and transparent;
  - 7 A need to provide recognition awards to well-performing teachers. Such would serve as motivation for them that their efforts are appreciated. Probably awards-convocation will work as incentives if the monetary aspects are not feasible during this time of pandemic;
  - 8 For Diagnostic and Coaching, a need to recommend the following:
    - 8.1 A need for teachers to be regularly monitored by their supervisors and the head of offices. By so doing, their weaknesses can be identified, and their supervisors or their peers can provide proper coaching and mentoring;
  - 9 After every evaluation, a need for the supervisor to provide feedback on the evaluation outcomes. This process can facilitate the personal and professional growth of the teachers. They need to know their strengths and weak points.

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