

Teachers Working Conditions and Workplace Mobility to Their Work Satisfaction and Commitment in the Private Schools in Lucban Quezon

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Abstract—This study examined the relationship between teachers' working conditions, workplace mobility, work satisfaction, and commitment in selected private schools in Lucban, Quezon. Specifically, it assessed teachers' working conditions, workplace mobility, work satisfaction, and commitment, and determined whether these variables have significant relationships with one another. A quantitative descriptive-correlational research design was utilized in the study. The respondents consisted of 128 full-time teachers from selected private schools in Lucban, Quezon. Data were gathered through a validated self-made questionnaire and analyzed using weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient (Pearson-r). Findings revealed that teachers' working conditions in terms of workload and time pressure, physical facilities and resources, administrative support and leadership, and compensation and benefits were interpreted as high. Likewise, workplace mobility in terms of career advancement opportunities, job prospects, and job stability also obtained high interpretations. Teachers' work satisfaction in terms of organizational support, workload and autonomy, work-life balance, and professional development opportunities was likewise rated high. The findings further showed that teachers demonstrated a high level of commitment in terms of organizational commitment, job involvement, and emotional attachment. Thus, there is no significant relationship revealed in all dimensions. Teachers working conditions and workplace mobility shows no significant relationship on workplace satisfaction and commitment and workplace mobility leading to acceptance of all hypotheses. This concludes that the job fulfillment of the teachers in private school is influenced by their intrinsic desire and not by the experience gained in the workplace. This confirms that teachers remain dedicated and loyal to their schools, actively fulfill their responsibilities, and develop strong connections with their students, colleagues, regardless of the type of workplace conditions. It is recommended that school administrators continue enhancing teachers' working conditions through supportive leadership, fair compensation, manageable workload, and adequate resources. Schools may also strengthen professional development programs and career advancement opportunities to sustain teachers' satisfaction and commitment. Future researchers may conduct similar studies using other variables or different educational settings to further validate the findings.

Keywords—Teachers' Working Conditions, Workplace Mobility, Work Satisfaction, Commitment.

I. INTRODUCTION

Teachers are widely recognized as one of the most influential factors in shaping student success, not only in terms of academic performance but also socio-emotional growth and motivation (Darling-Hammond et al., 2017). However, as

Anna, Eva, and Stefan (2021) argue, discussions on educational quality often overlook the equally crucial question of whether teachers themselves are satisfied with their work. Teacher job satisfaction goes beyond individual well-being—it directly affects classroom performance, school culture, and student outcomes.

Working-conditions remain one of the strongest predictors of teacher satisfaction and retention. These include leadership support, workload management, physical and psychosocial work environments, compensation, resources, and opportunities for training and professional growth (Sims, 2020; Ker, Lee, & Ho, 2022). Workplace mobility also plays a role in shaping teachers' professional decisions. While frequent mobility can create instability, it may also lead to better satisfaction when it provides improved support, autonomy, or career advancement opportunities (Sims, 2020). Understanding mobility in conjunction with working conditions provides a more comprehensive picture of teacher experiences and retention challenges.

Satisfied teachers are generally less prone to stress, burnout, and emotional exhaustion, which are leading contributors to teacher attrition (Skaalvik & Skaalvik, 2017). Research suggests that students of satisfied teachers demonstrate better motivation, improved classroom behavior, and higher academic achievement (Collie et al., 2016). Moreover, teacher job satisfaction strengthens professional commitment, which reduces turnover rates and ensures stability in the school environment (Espra & Valle, 2025). This stability is particularly critical in addressing teacher shortages, as frequent turnover can disrupt learning continuity and weaken school performance.

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Research by Agad, Pinca, and Ricaforte (2025) highlights that organizational commitment among early childhood teachers is strongly correlated with job satisfaction, indicating that teachers who feel satisfied with their work are more likely to remain committed to their institution. Similarly, Skaalvik and Skaalvik (2017) found that teacher job satisfaction significantly influences motivation and the intention to leave the profession, with positive school context variables enhancing teachers' motivation and satisfaction levels. These studies underscore the importance of fostering supportive work environments to improve teacher retention and commitment.

In Lucban, Quezon, where private schools play a major role in providing education, teacher retention and satisfaction are crucial to maintaining instructional quality. Private school teachers often navigate unique issues such as salary differences, workload demands, and limited access to professional development compared to public school counterparts. Examining how teachers' working conditions and workplace mobility relates to work satisfaction and commitment in this context can inform policies that enhance teacher well-being, reduce turnover, and strengthen educational outcomes.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study investigates the relationship between teachers' working conditions, workplace mobility, work satisfaction, and commitment in private schools in Lucban, Quezon. It addresses the limited research in the local context and aims to understand how these factors influence teacher retention, instructional quality, and long-term professional commitment.

Specifically, this study aims to answer the following questions:

1. What is the level of Teacher's Working Conditions in terms of:
 - 1.1 Workload and Time Pressure;
 - 1.2 Physical Facilities and Resources;
 - 1.3 Administrative Support and Leadership; and
 - 1.4 Compensation and Benefits?
2. What is the level of Teacher's Workplace Mobility in terms of:
 - 2.1 Career Advancement Opportunities;
 - 2.2 Job Prospects; and
 - 2.3 Job Stability?
3. What is the level of Teacher's Work Satisfaction in terms of:
 - 3.1 Organizational Support;
 - 3.2 Workload and Autonomy;
 - 3.3 Work-life Balance; and
 - 3.4 Professional Development Opportunities?
4. What is the level of Teacher's Commitment in terms of:
 - 4.1 Organizational Commitment;
 - 4.2 Job Involvement; and
 - 4.3 Emotional Attachment?

5. Is there a significant relationship between the Teachers Working Conditions to their Teachers Work Satisfaction in the Private Schools in Lucban, Quezon?
6. Is there a significant relationship between the Teachers Working Conditions to their Teachers Commitment in the Private Schools in Lucban, Quezon?
7. Is there a significant relationship between the Teachers Workplace Mobility to their Teachers Work Satisfaction in the Private Schools in Lucban, Quezon?
8. Is there a significant relationship between the Teachers Workplace Mobility to their Teachers Commitment in the Private Schools in Lucban, Quezon?

II. METHODOLOGY

A quantitative descriptive-correlational research design was utilized in the study. The respondents consisted of 128 full-time teachers from selected private schools in Lucban, Quezon. Data were gathered through a validated self-made questionnaire and analyzed using weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient (Pearson-r).

III. RESULTS AND DISCUSSION

This part presents, analyzes, and interprets the data collected to examine the significant relationship between teachers' working conditions, workplace mobility and the teacher's work satisfaction and commitment.

Level of Teacher's Working Conditions

In this study teachers working conditions include factors that influence how teachers teach, interact with students and carry out their professional responsibilities.

The following tables show the level of teachers working conditions which includes variables such as workload and time pressure, physical facilities and resources, administrative support and leadership, compensation and benefits. This level was determined by mean and standard deviation.

Table 1 presents the level of teachers' working conditions in terms of workload and time pressure.

Table 1. Level of Teacher's Working Conditions in terms of Workload and Time Pressure

Statement	Mean	SD	Remarks
I can associate my instructional, administrative, and related school tasks with my assigned teaching responsibilities.	3.99	0.98	Agree
I can manage my time effectively in order to accomplish my teaching responsibilities within the prescribed working hours.	3.96	0.90	Agree
I can prepare lesson plans and instructional materials within the demands of my assigned teaching workload.	3.96	0.84	Agree
I can distinguish between teaching and non-teaching responsibilities without experiencing excessive workload pressure.	3.91	0.83	Agree
I evaluate my overall workload as reasonable and manageable.	4.10	0.74	Agree
Weighted Mean	3.98		
SD	0.86		
Verbal Interpretation	High		

The results indicate that teachers generally perceive that they are able to align their instructional, administrative, and other school-related tasks with their assigned teaching responsibilities. They also believe that they can manage their time effectively in order to complete their teaching duties within the required working hours. In addition, teachers feel capable of preparing lesson plans and instructional materials despite the demands of their teaching workload. The responses further show that teachers are able to differentiate between teaching and non-teaching responsibilities without experiencing excessive pressure. Moreover, teachers perceive their overall workload as reasonable and manageable.

The overall weighted mean of 3.98 with a standard deviation of 0.86 indicates a high level of teachers' working conditions in terms of workload and time pressure. The teachers generally experience manageable workloads and are able to cope with the time demands of their professional responsibilities. The result implies that teachers possess the capacity to organize their tasks and responsibilities effectively, enabling them to fulfill both instructional and administrative duties.

Table 2 presents the level of teachers' working conditions in terms of physical facilities and resources.

Table 2. Level of Teacher's Working Conditions in terms of Physical Facilities and Resources

Statements	Mean	SD	Remarks
I recognize that the classroom environment supports effective teaching and learning.	4.05	0.80	Agree
I am able to use available instructional materials to enhance my teaching.	3.93	0.84	Agree
I can apply available school facilities in performing my teaching tasks effectively.	4.06	0.68	Agree
I can assess the adequacy of technological resources for instructional purposes.	4.00	0.77	Agree
I evaluate the physical work environment as supportive of my teaching performance.	3.91	0.85	Agree
Weighted Mean	3.99		
SD	0.79		
Verbal Interpretation	High		

The results indicate that teachers generally perceive their classroom environment as supportive of teaching and learning. They report having access to available instructional materials and resources within the school, and they also believe that facilities are sufficient to perform teaching tasks effectively. In addition, teachers assess the adequacy of technological resources and view the physical work environment as conducive to their teaching performance.

The overall weighted mean of 3.99 with a standard deviation of 0.79 indicates a high level of teachers' working conditions in terms of physical facilities and resources. This suggests that teachers are generally provided with adequate materials, facilities, and technological support necessary for effective instruction. The result implies that the availability of resources enables teachers to deliver lessons efficiently and enhances their overall teaching experience.

The findings reveal that favorable physical facilities and sufficient instructional resources contribute to a supportive learning environment. This signifies that access to adequate materials, technology, and well-maintained facilities plays a

vital role in improving teachers' productivity and sustaining effective teaching performance. The findings are supported by existing literature which emphasizes the importance of adequate facilities and resources in enhancing teacher performance and satisfaction.

Table 3 presents the level of teachers' working conditions in terms of administrative support and leadership.

The results indicate that teachers generally perceive school administrators as supportive, fair, and responsive in addressing their needs and concerns. They recognize the role of administrators in guiding teaching practices, providing assistance, and implementing policies that contribute to their job performance. Teachers also view leadership as equitable and helpful in improving their overall work experience.

Table 3. Level of Teacher's Working Conditions in terms of Administrative Support and Leadership

Statements	Mean	SD	Remarks
I recognize the role of school administrators in supporting teachers.	4.02	0.67	Agree
I perceive adequate support from the school administration in my teaching role.	3.90	0.72	Agree
I can analyze how administrators address teachers' concerns and suggestions.	3.84	0.86	Agree
I evaluate school leadership as fair and respectful toward teachers.	3.95	0.81	Agree
I assess administrative policies as helpful in improving my job performance.	3.89	0.76	Agree
Weighted Mean	3.92		
SD	0.76		
Verbal Interpretation	High		

The overall weighted mean of 3.92 with a standard deviation of 0.76 indicates a high level of teachers' working conditions in terms of administrative support and leadership. This suggests that teachers experience positive support from school leaders, which helps them manage their responsibilities effectively. The result implies that strong leadership and administrative support enable teachers to perform both instructional and professional duties efficiently.

The findings reveal that a high level of administrative support contributes to a productive and supportive work environment. This signifies that effective leadership, clear policies, and responsive administration play a crucial role in helping teachers manage their workload and maintain teaching performance.

Table 4 presents the level of teachers' working conditions in terms of compensation and benefits.

Table 4. Level of Teacher's Working Conditions in terms of Compensation and Benefits

Statements	Mean	SD	Remarks
I have a clear understanding of the foundation of my salary and benefits as a teacher.	3.97	0.80	Agree
I can analyze whether my compensation matches my workload and responsibilities.	3.96	0.85	Agree
I evaluate the timeliness of my salary and benefits.	4.09	0.77	Agree
I assess the compensation system as fair and equitable.	3.98	0.79	Agree
I evaluate my compensation as a factor influencing my job satisfaction and commitment.	3.94	0.77	Agree
Weighted Mean	3.99		
SD	0.80		
Verbal Interpretation	High		

The results indicate that teachers generally have a clear understanding of their salary structure and benefits, and they are able to evaluate whether their compensation aligns with their workload and responsibilities. They also perceive that salaries and benefits are provided in a timely manner and assess the compensation system as fair and equitable. Moreover, teachers recognize compensation as an important factor influencing their job satisfaction and commitment.

The overall weighted mean of 3.99 with a standard deviation of 0.80 indicates a high level of teachers' working conditions in terms of compensation and benefits. This suggests that teachers are generally satisfied with the compensation system and perceive it as adequate in supporting their professional needs. The result implies that fair and timely compensation contributes positively to teachers' motivation and commitment to their work.

The findings reveal that a high level of satisfaction with compensation and benefits contributes to a more positive work environment and sustained teaching performance. This signifies that equitable and well-managed compensation systems play a crucial role in enhancing teachers' job satisfaction and organizational commitment.

Level of Teacher's Workplace Mobility

In this study teacher's workplace mobility includes the movement of teachers across roles, positions, or schools, whether voluntary or involuntary, which affects their career decisions and satisfaction.

The following tables shows the level of teachers' workplace mobility which includes variables such as career advancement opportunities, job prospect, and job stability. This level was determined by mean and standard deviation.

Table 5 presents the level of teachers' workplace mobility in terms of career advancement opportunities.

The results indicate that teachers are generally aware of available career advancement opportunities and are informed about the criteria for promotion. They are able to assess how their skills and performance influence career progression and perceive promotion procedures as clear and fair. Moreover, teachers view their current positions as supportive of their professional growth and development.

Table 5. Level of Teacher's Workplace Mobility in terms of Career Advancement Opportunities

Statements	Mean	SD	Remarks
I am aware of the career advancement opportunities offered by the school.	4.05	0.77	Agree
I am informed about the criteria for promotion.	3.99	0.79	Agree
I can analyze how my skills and performance affect career progression.	4.06	0.82	Agree
I evaluate the clarity and fairness of promotion procedures in the school.	4.07	0.83	Agree
I assess my current position as supportive of professional growth.	4.10	0.77	Agree
Weighted Mean	4.06		
SD	0.80		
Verbal Interpretation	High		

The overall weighted mean of 4.06 with a standard deviation of 0.80 indicates a high level of workplace mobility in terms of career advancement opportunities. This suggests

that teachers experience favorable conditions for professional growth and perceive that the school provides clear pathways for career progression. The result implies that opportunities for advancement enhance teachers' motivation and encourage continuous professional development.

The findings reveal that a high level of career advancement opportunities contributes to teachers' professional growth and sustained engagement in their work. This signifies that clear promotion systems and growth opportunities play a vital role in strengthening teachers' commitment and performance.

Table 6 presents the level of teachers' workplace mobility in terms of job prospects.

Table 6. Level of Teacher's Workplace Mobility in terms of Job Prospects

Statements	Mean	SD	Remarks
I recognize how my teaching experience can improve my future job prospects.	4.04	0.67	Agree
I can apply my teaching skills in other educational institutions if necessary.	4.12	0.78	Agree
I can analyze the relevance of my skills to other teaching positions.	4.00	0.78	Agree
I evaluate the clarity and fairness of promotion procedures in the school.	3.95	0.86	Agree
I assess my confidence regarding future career opportunities within the education sector.	3.98	0.76	Agree
Weighted Mean	4.02		
SD	0.77		
Verbal Interpretation	High		

The results indicate that teachers generally recognize the value of their teaching experience in improving future employment opportunities. They believe that their skills are transferable to other educational institutions and are able to evaluate the relevance of their competencies to various teaching positions. Teachers also show confidence in their future career opportunities within the education sector.

The overall weighted mean of 4.02 with a standard deviation of 0.77 indicates a high level of workplace mobility in terms of job prospects. This suggests that teachers perceive themselves as professionally equipped and adaptable to different career opportunities. The result implies that their skills, experience, and competencies enhance their employability and career flexibility.

The findings reveal that a high level of job prospects contributes to teachers' confidence and professional growth. This signifies that the development of transferable skills and relevant teaching experience plays a crucial role in expanding career opportunities and sustaining engagement in the profession.

Table 7 presents the level of teachers' workplace mobility in terms of job stability.

The results indicate that teachers generally perceive their teaching positions as secure and stable. They believe that their current employment provides consistent and continuous opportunities, allowing them to remain in their schools for a longer period. In addition, teachers feel confident in assessing the fairness and consistency of employment practices within their institutions. The responses further show that teachers are able to evaluate the likelihood of maintaining continuous employment and view their positions as providing long-term job stability.

Table 7. Level of Teacher's Workplace Mobility in terms of Job Stability

Statements	Mean	SD	Remarks
I have a clear understanding of the terms, obligations, and expectations of my job.	4.19	0.72	Agree
I perceive my current teaching position as secure and stable.	4.15	0.85	Agree
I am able to assess the consistency and fairness of employment practices within my institution.	4.04	0.85	Agree
I evaluate the likelihood of maintaining continuous employment at my current school.	4.00	0.85	Agree
I consider my teaching position as providing long-term job stability.	3.99	0.85	Agree
Weighted Mean	4.07		
SD	0.83		
Verbal Interpretation	High		

The overall weighted mean of 4.07 with a standard deviation of 0.83 indicates a high level of teachers' workplace mobility in terms of job stability. Teachers generally experience a sense of security in their employment and perceive their work environment as stable and reliable. The result implies that teachers are more likely to remain in their current schools due to their confidence in sustained employment and institutional support.

The findings reveal that a high level of job stability contributes to teachers' professional commitment and retention.

Level of Teacher's Work Satisfaction

In this study teacher's work satisfaction measures teachers' satisfaction in terms of organizational support, workload and autonomy, work-life balance, and professional development opportunities.

The following tables show the level of teachers work satisfaction which includes variables such as organizational support, workload and autonomy, work life balance and professional development opportunities. This level was determined by mean and standard deviation.

Table 8 presents the level of teachers' work satisfaction in terms of organizational support.

Table 8. Level of Teacher's Work Satisfaction in terms of Organizational Support

Statements	Mean	SD	Remarks
I have a clear understanding of how teachers' contributions are acknowledged and valued by the school.	4.05	0.76	Agree
I receive adequate institutional support to effectively perform my professional duties.	3.98	0.81	Agree
I can analyze the impact of administrative support on my teaching performance.	4.11	0.72	Agree
I feel acknowledged and appreciated by the school administration.	4.02	0.77	Agree
I evaluate the school environment in terms of its support for teachers' professional and personal well-being.	3.95	0.75	Agree
Weighted Mean	4.02		
SD	0.76		
Verbal Interpretation	High		

The results indicate that teachers generally feel that their contributions are recognized and valued by the school, and they receive adequate institutional support to perform their professional duties effectively. They are able to assess the positive impact of administrative support on their teaching

performance and feel acknowledged and appreciated by the school administration. Moreover, teachers perceive the school environment as supportive of their professional and personal well-being.

The overall weighted mean of 4.02 with a standard deviation of 0.76 indicates a high level of work satisfaction in terms of organizational support. This suggests that teachers experience a supportive and appreciative work environment, which contributes positively to their overall satisfaction. The result implies that strong organizational support enhances teachers' motivation, engagement, and effectiveness in their roles.

The findings reveal that a high level of organizational support contributes significantly to teachers' job satisfaction and well-being. This signifies that recognition, administrative assistance, and a supportive work environment play a crucial role in sustaining teachers' performance and commitment.

Table 9 presents the level of teachers' work satisfaction in terms of workload and autonomy.

Table 9. Level of Teacher's Work Satisfaction in terms of Workload and Autonomy

Statements	Mean	SD	Remarks
I am able to exercise professional autonomy in planning and implementing my teaching tasks.	4.02	0.95	Agree
I can effectively employ my own teaching strategies to facilitate learning.	4.05	0.88	Agree
I assess my workload as manageable and conducive to effective teaching performance.	3.99	0.86	Agree
I evaluate the level of trust granted to me in making instructional decisions.	3.88	0.77	Agree
I consider my degree of autonomy in teaching as satisfactory.	4.05	0.81	Agree
Weighted Mean	4.00		
SD	0.85		
Verbal Interpretation	High		

The results indicate that teachers generally experience a reasonable level of autonomy in planning and implementing their teaching tasks, allowing them to apply their own strategies to facilitate learning effectively. They perceive their workload as manageable and feel a sufficient level of trust in making instructional decisions. Moreover, teachers consider their degree of autonomy in teaching as satisfactory, contributing positively to their practice.

The overall weighted mean of 4.00 with a standard deviation of 0.85 indicates a high level of work satisfaction in terms of workload and autonomy. This suggests that teachers are able to balance their responsibilities while maintaining independence in their instructional approaches. The result implies that manageable workload combined with professional autonomy enhances teachers' effectiveness and satisfaction.

The findings reveal that a high level of workload manageability and autonomy contributes to improved teaching performance and job satisfaction. This signifies that giving teachers control over their instructional practices while maintaining a reasonable workload supports their motivation and professional well-being.

Table 10 presents the level of teachers' work satisfaction in terms of work-life balance.

Table 10. Level of Teacher's Work Satisfaction in terms of Work-life Balance

Statements	Mean	SD	Remarks
I can effectively manage professional responsibilities alongside personal commitments.	4.20	0.70	Agree
I am able to balance my teaching schedule with personal and family life.	4.02	0.77	Agree
I can cope with work-related stress without it adversely affecting my personal life.	4.09	0.72	Agree
I assess the impact of my teaching role on my overall well-being.	4.10	0.82	Agree
I evaluate my work-life balance as satisfactory.	4.20	0.71	Agree
Weighted Mean	4.12		
SD	0.75		
Verbal Interpretation	High		

The overall weighted mean of 4.12 with a standard deviation of 0.75 indicates a high level of teachers' work satisfaction in terms of work-life balance. Teachers generally experience a balanced integration of their professional and personal lives and are able to handle the demands of their teaching responsibilities without excessive strain. The result implies that teachers possess the ability to manage stress and maintain well-being while fulfilling their duties.

The findings reveal that a high level of work-life balance contributes to teachers' overall satisfaction and well-being.

Table 11 presents the level of teachers' work satisfaction in terms of professional development opportunities.

The results indicate that teachers generally perceive that they understand and are aware of the professional development opportunities provided by their schools. They feel encouraged to participate in training, seminars, and other capacity-building activities, and believe that they can apply the knowledge and skills gained to enhance their teaching practices. In addition, teachers recognize the institution's support for their continuous professional growth and express satisfaction with the development opportunities available to them.

Table 11. Level of Teacher's Work Satisfaction in terms of Professional Development Opportunities

Statements	Mean	SD	Remarks
I understand the professional development opportunities made available by the school.	4.03	0.73	Agree
I am encouraged to participate in training, seminars, and other capacity-building activities.	3.92	0.82	Agree
I can apply knowledge and skills acquired through professional development to enhance my teaching.	3.95	0.82	Agree
I evaluate the institution's support for continuous professional growth.	3.95	0.78	Agree
I assess my satisfaction with the professional development opportunities provided.	3.85	0.77	Agree
Weighted Mean	3.94		
SD	0.78		
Verbal Interpretation	High		

The overall weighted mean of 3.94 with a standard deviation of 0.78 indicates a high level of teachers' work satisfaction in terms of professional development opportunities. Teachers generally experience adequate support for their professional growth and are able to benefit from learning opportunities that improve their teaching competence. The result implies that access to professional development

enables teachers to enhance their skills and remain effective in their roles.

Level of Teacher's Commitment

In this study teacher's commitment refers to the level of teachers' dedication, attachment, and involvement in their school, as reflected in their organizational commitment, job involvement, and emotional attachment to their profession and institution.

The following tables show the level of teachers' commitment which includes variables such as organizational commitment, job involvement, and emotional attachment. This level of teachers' commitment was determined by mean and standard deviation.

Table 12 presents the level of teachers' commitment in terms of organizational commitment.

Table 12. Level of Teacher's Commitment in terms of Organizational Commitment

Statements	Mean	SD	Remarks
I have a strong sense of attachment to my school as a professional.	4.07	0.79	Agree
I take pride in being a member of this educational institution.	3.94	0.89	Agree
I am willing to exert extra effort to contribute to the school's success.	4.09	0.74	Agree
I am loyal to my school and its mission.	3.91	0.84	Agree
I intend to continue my professional career at this school.	4.00	0.81	Agree
Weighted Mean	4.00		
SD	0.81		
Verbal Interpretation	High		

The results indicate that teachers generally perceive a strong sense of attachment to their school as a professional institution. They take pride in being members of their educational organization and are willing to exert extra effort to contribute to the school's success. In addition, teachers demonstrate loyalty to the school and its mission and express their intention to continue their professional careers within the institution.

The overall weighted mean of 4.00 with a standard deviation of 0.81 indicates a high level of teachers' organizational commitment. Teachers generally exhibit dedication, loyalty, and a strong emotional connection to their schools. The result implies that teachers are motivated to remain in their institutions and actively contribute to achieving organizational goals.

The findings reveal that a high level of organizational commitment strengthens teacher retention and engagement.

Table 13 presents the level of teachers' commitment in terms of job involvement.

The results indicate that teachers generally perceive teaching as a central and meaningful part of their professional life. They are actively engaged in fulfilling their teaching responsibilities and consistently strive to perform their duties to the best of their abilities. In addition, teachers demonstrate personal involvement in their teaching tasks and initiatives and view their roles as meaningful and impactful.

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life. They are actively engaged in fulfilling their teaching responsibilities and consistently strive to perform their duties to the best of their abilities. In addition, teachers demonstrate personal involvement in their teaching tasks and initiatives and view their roles as meaningful and impactful.

Table 13. Level of Teacher's Commitment in terms of Job Involvement

Statements	Mean	SD	Remarks
Teaching constitutes a central and meaningful part of my professional life.	3.94	0.71	Agree
I am actively engaged in fulfilling my teaching responsibilities.	3.92	0.78	Agree
I consistently strive to perform my teaching duties to the best of my ability.	3.95	0.73	Agree
I am personally involved in my teaching tasks and initiatives.	3.88	0.82	Agree
I evaluate my teaching role as meaningful and impactful.	3.99	0.78	Agree
Weighted Mean	3.94		
SD	0.76		
Verbal Interpretation	High		

The overall weighted mean of 3.94 with a standard deviation of 0.76 indicates a high level of teachers' job involvement. Teachers generally exhibit strong engagement and dedication to their teaching roles. The result implies that teachers are psychologically invested in their work, which enhances their performance and commitment to their profession.

The findings reveal that a high level of job involvement contributes to teachers' overall commitment and effectiveness. Table 14 presents the level of teachers' commitment in terms of emotional attachment.

Table 14. Level of Teacher's Commitment in terms of Emotional Attachment

Statements	Mean	SD	Remarks
I am emotionally committed to my students and the school's educational objectives.	4.08	0.71	Agree
I am deeply concerned about the success and well-being of my students and institution.	4.01	0.77	Agree
I derive satisfaction from my role as a teacher.	4.06	0.76	Agree
I would experience emotional difficulty if I were required to leave this school.	4.05	0.88	Agree
I consider my school to be a professional environment where I belong.	4.07	0.77	Agree
Weighted Mean	4.05		
SD	0.78		
Verbal Interpretation	High		

The results indicate that teachers generally perceive a strong emotional connection to their students and the school's educational objectives. They show deep concern for the success and well-being of their students and derive satisfaction from their roles as teachers. In addition, teachers express a sense of belonging to their school and would experience emotional difficulty if they were required to leave, reflecting a strong attachment to their institution.

The overall weighted mean of 4.05 with a standard deviation of 0.78 indicates a high level of teachers' emotional attachment. Teachers generally exhibit a strong emotional bond with their school and profession. The result implies that teachers are deeply connected to their roles, which enhances their dedication and willingness to remain in their institution.

The findings reveal that a high level of emotional attachment strengthens teachers' commitment and retention.

Table 15 presents the significant relationship between teachers' working conditions and their work satisfaction.

Table 15. Significant relationship between the Teachers Working Conditions to their Teachers Work Satisfaction

Teacher's Working Conditions		Teacher's Work Satisfaction				
		Organizational Support	Workload Autonomy	and Work-life Balance	Professional Opportunities	Development
Workload and Time Pressure	Pearson Correlation	0.003	0.102	.262**	0.041	
	Sig. (2-tailed)	0.977	0.251	0.003	0.646	
	N	128	128	128	128	
Physical Facilities and Resources	Pearson Correlation	-0.023	-0.038	.234**	0.113	
	Sig. (2-tailed)	0.795	0.667	0.008	0.204	
	N	128	128	128	128	
Administrative Support and Leadership	Pearson Correlation	0.08	0.062	0.092	0.137	
	Sig. (2-tailed)	0.369	0.488	0.300	0.123	
	N	128	128	128	128	
Compensation and Benefits	Pearson Correlation	0.096	.185*	0.056	-0.023	
	Sig. (2-tailed)	0.280	0.037	0.528	0.796	
	N	128	128	128	128	

Note: *p<.05, **p<.01, ***p<.001

The relationship between the variables was analyzed using the Pearson Product-Moment Correlation Coefficient to determine whether aspects of teachers' working conditions are associated with different dimensions of teacher work satisfaction. In general, the correlation results range from negligible to low relationships, indicating that most of the working condition variables have weak associations with the indicators of work satisfaction.

The findings reveal that workload and time pressure has a significant relationship with work-life balance $p < 0.05$,

indicating that the way teachers experience workload and time demands influences how they manage the balance between their professional responsibilities and personal life. Similarly, physical facilities and resources also show a significant relationship with work-life balance $p < 0.05$, showing that adequate school facilities and resources may contribute to teachers' ability to maintain a healthier balance between work and personal responsibilities. In addition, compensation and benefits demonstrates a significant relationship with workload and autonomy $p < 0.05$, implying that teachers who perceive

fair compensation and benefits may also feel more satisfied with the level of independence and control they have in managing their workload.

On the other hand, several aspects of teachers' working conditions do not show significant relationships with the indicators of teacher work satisfaction. Workload and time pressure do not show significant relationships with organizational support, workload and autonomy, and professional development opportunities. Likewise, physical facilities and resources do not significantly relate to organizational support, workload and autonomy, and professional development opportunities. Administrative support and leadership also show no significant relationship with any of the dimensions of teacher work satisfaction. Furthermore, compensation and benefits do not demonstrate significant relationships with organizational support, work-life balance, and professional development opportunities $p>0.05$.

The findings signify that although working conditions contribute in certain aspects of teacher satisfaction, other factors may also help to teachers' overall sense of fulfillment and satisfaction in their profession.

Table 16 shows the significant relationship between teachers' working conditions and their level of commitment.

The analysis utilized the Pearson Product-Moment Correlation Coefficient to examine the degree of association between variables. In general, the correlation coefficients indicate negligible to low relationships, showing that most aspects of teachers' working conditions have weak connections with the different dimensions of teacher commitment.

The findings reveal that administrative support and leadership have a significant relationship with emotional attachment $p<0.05$. This implies that when teachers perceive stronger support and effective leadership from school administrators, they are more likely to develop a deeper emotional connection and attachment to their institution. This highlights the importance of leadership practices in fostering teachers' sense of belonging and commitment.

Table 16. Significant relationship between the Teachers Working Conditions to their Teachers Commitment

Teacher's Working Conditions		Teacher's Commitment		
		Organizational Commitment	Job Involvement	Emotional Attachment
Workload and Time Pressure	Pearson Correlation	-0.007	0.117	0.04
	Sig. (2-tailed)	0.938	0.187	0.654
	N	128	128	128
Physical Facilities and Resources	Pearson Correlation	0.027	-0.006	0.156
	Sig. (2-tailed)	0.761	0.951	0.078
	N	128	128	128
Administrative Support and Leadership	Pearson Correlation	0.171	-0.088	.237**
	Sig. (2-tailed)	0.054	0.325	0.007
	N	128	128	128
Compensation and Benefits	Pearson Correlation	-0.113	-0.168	-0.046
	Sig. (2-tailed)	0.206	0.058	0.609
	N	128	128	128

Note: * $p<0.05$, ** $p<0.01$, *** $p<0.001$

On the other hand, the results show that workload and time pressure does not have a significant relationship with organizational commitment, job involvement, and emotional attachment. Similarly, physical facilities and resources do not significantly relate to any of the commitment indicators. Although it shows a slight tendency toward emotional attachment, it remains statistically insignificant $p>0.05$. Furthermore, administrative support and leadership do not demonstrate significant relationships with organizational commitment and job involvement. Lastly, compensation and benefits show no significant relationship with organizational commitment, job involvement, and emotional attachment $p>0.05$.

The findings signify that most aspects of teachers' working conditions are not significantly associated with their level of commitment. Only administrative support and leadership, particularly in enhancing teachers' emotional attachment to their organization. This indicates that while structural and material conditions may have limited influence, the presence of supportive and effective leadership is a key factor in strengthening teachers' commitment.

Table 17 presents the significant relationship between teachers' workplace mobility and their work satisfaction.

The analysis employed the Pearson Product-Moment Correlation Coefficient to determine the degree of association between the variables. In general, the correlation coefficients range from negligible to low, indicating that most dimensions of workplace mobility have weak relationships with the different aspects of teacher work satisfaction.

The findings reveal that only career advancement opportunities have a significant relationship with professional development opportunities $p<0.05$. This implies that when teachers perceive greater opportunities for career advancement, they are more likely to feel satisfied with the availability of professional growth and development in their workplace. This highlights the importance of clear career pathways in enhancing teachers' perception of professional development.

Table 17. Significant relationship between the Teachers Workplace Mobility to their Teachers Work Satisfaction

Teacher's Workplace Mobility		Teacher's Work Satisfaction			
		O S	Workload and Autonomy	Work-life Balance	Professional Development Opportunities
Career Advancement Opportunities	Pearson Correlation	0.045	-0.029	0.124	.328**
	Sig. (2-tailed)	0.612	0.744	0.163	<.001
	N	128	128	128	128
Job Prospects	Pearson Correlation	0.003	0.095	0.056	0.069
	Sig. (2-tailed)	0.974	0.286	0.528	0.440
	N	128	128	128	128
Job Stability	Pearson Correlation	-0.004	0.063	0.127	0.079
	Sig. (2-tailed)	0.966	0.482	0.153	0.378
	N	128	128	128	128

Note: * $p<0.05$, ** $p<0.01$, *** $p<0.001$

On the other hand, career advancement opportunities do not show significant relationships with organizational support, workload and autonomy, and work–life balance. Similarly, job prospects do not demonstrate any significant relationship with all dimensions of work satisfaction, indicating that perceived employment opportunities do not directly influence teachers' satisfaction in these areas. In the same way, job stability does not show significant relationships with organizational support, workload and autonomy, work–life balance, and professional development opportunities $p > 0.05$.

The findings signify that workplace mobility has limited influence on teachers' work satisfaction. Only career advancement opportunities show a meaningful relationship, particularly in relation to professional development opportunities. This indicates that teachers' satisfaction is more closely associated with opportunities for growth and advancement rather than general perceptions of job prospects or stability. Hence, providing clear advancement pathways and professional development programs may play a crucial role in enhancing teacher satisfaction.

Table 18 presents the significant relationship between teachers' workplace mobility and their level of commitment.

Table 18. Significant relationship between the Teachers Workplace Mobility to their Teachers Commitment

Teacher's Mobility	Workplace	Teacher's Commitment		
		Organizational Commitment	Job Involvement	Emotional Attachment
Career Advancement Opportunities	Pearson Correlation	0.006	0.166	0.151
	Sig. (2-tailed)	0.943	0.061	0.089
	N	128	128	128
Job Prospects	Pearson Correlation	-0.001	-0.088	-0.165
	Sig. (2-tailed)	0.990	0.321	0.063
	N	128	128	128
Job Stability	Pearson Correlation	-0.01	-0.008	0.125
	Sig. (2-tailed)	0.913	0.928	0.159
	N	128	128	128

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

The Pearson Product–Moment Correlation Coefficient was utilized to determine the degree of association between the variables. In general, the correlation coefficients indicate negligible to low relationships, showing that the dimensions of workplace mobility have weak connections with the different aspects of teacher commitment.

The findings reveal that there are no statistically significant relationships between any dimension of teachers' workplace mobility and the indicators of teacher commitment. This indicates that career advancement opportunities, job prospects, and job stability do not have a direct significant influence on teachers' organizational commitment, job involvement, or emotional attachment. This means that teachers' workplace mobility does not significantly influence their level of commitment. Despite minor variations in the relationships, none of the mobility-related factors show meaningful

associations with commitment indicators. This implies that teachers' commitment may be shaped more by internal motivations, organizational culture, or leadership factors rather than by external mobility-related considerations such as career opportunities, job prospects, or job stability.

IV. CONCLUSION AND RECOMMENDATIONS

The study found no significant relationship between teachers' working conditions and work satisfaction; therefore, the hypothesis was accepted. This indicates that teachers are able to carry out their responsibilities effectively within their existing work environment. This implies that teachers are generally able to perform their duties effectively when they work in a conducive environment, have access to adequate resources, and receive fair compensation, all of which contribute to their overall professional well-being.

Similarly, no significant relationship was found between teachers' working conditions and commitment; thus, the hypothesis was accepted. This implies that teachers maintain their commitment to the profession regardless of variations in their working conditions. This concludes that teachers view their schools as supportive of their professional growth and career progression, while also providing a sense of security and assurance regarding their long-term future in the teaching profession.

Moreover, the study showed that workplace mobility has no significant relationship with teachers' work satisfaction; hence, the hypothesis was accepted. This implies that teachers feel appreciated and supported by their institutions, enjoy professional autonomy, maintain a healthy work-life balance, and benefit from opportunities that enhance their skills and professional growth regardless of mobility factors.

In addition, the findings demonstrated that workplace mobility has no significant relationship with teachers' commitment. therefore, the hypothesis was accepted. This concludes that teachers remain dedicated and loyal to their schools, actively fulfill their responsibilities, and develop strong connections with their students, colleagues, and the school community.

Based on the findings of the study, the following recommendations are proposed:

School Administrators may implement programs that promote teachers' well-being, such as balanced workload distribution, supportive leadership practices, and improved work-life balance initiatives to strengthen teachers' satisfaction and commitment.

Private Educational Institutions may continuously enhance school facilities, instructional resources, compensation, and benefits systems to create a more supportive and motivating teaching environment for teachers.

Teachers may actively participate in professional development, engagement, and recognition programs to further improve their teaching competence, motivation, and organizational commitment.

Future Researchers may conduct similar studies using additional variables such as organizational culture, motivation, and leadership styles, or expand the study to other schools and

educational settings to gain broader insights into teachers' satisfaction and commitment.

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