

Private School Teachers' Organizational Commitment

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Abstract

This descriptive study determined the extent of organizational commitment among private school teachers in a Division in Negros Island Region for School Year 2025–2026, as a basis for a capability-building plan. Data were collected from 96 purposively sampled teacher-respondents via a standardized survey questionnaire. The results revealed that the level of teachers' organizational commitment across all three dimensions was rated at a high level, with affective commitment recording the highest mean, followed by normative and continuance commitment. Inferential analysis that followed revealed that average family monthly income yielded a statistically significant difference in normative commitment, while highest educational attainment yielded a statistically significant difference in affective commitment. No other significant differences were found across the remaining demographic variables. The study concludes that private school teachers' organizational commitment is generally high and broadly consistent across most personal and socio-economic backgrounds, with income and educational attainment emerging as the two factors meaningfully shaping specific dimensions of that commitment. Based on these findings, a capability-building plan is proposed to sustain and strengthen teachers' organizational commitment, with particular attention to reinforcing institutional benefits and fostering emotional and professional belonging across all teacher subgroups.

Keywords: *Organizational Commitment, Affective Commitment, Continuance Commitment, Normative Commitment, Private School Teachers, Capability-Building Plan*

Introduction:

Nature of the Problem

Reading is a fundamental skill that supports learners' academic success by enabling them to understand, interpret, and apply information across subject areas. Grade 4 marks an important transition from learning to reading to learn, making reading proficiency essential for higher-level academic demands. However, reading difficulties continue to affect learners' comprehension and academic performance. Studies have reported moderate reading skills among learners, while Philippine performance in international assessments remains below the global average (Dequita, 2024; OECD, 2023). Despite initiatives such as the National Reading Program, continued challenges highlight the need for sustained instructional support and targeted interventions (DepEd, 2023). In response to these concerns, this study focuses on assessing the reading competencies of Grade 4 learners in one district in the Negros Island Region as a basis for developing an appropriate teaching intervention plan aligned with Sustainable Development Goal 4 on Quality Education.

In addition to literacy concerns, the study is grounded in the importance of organizational commitment within educational institutions. Organizational commitment refers to an employee's psychological attachment to an organization and is commonly categorized into affective commitment, continuance commitment, and normative commitment (Meyer & Allen, 1991; Allen & Meyer, 1990; Meyer et al., 1993). In education, teacher commitment is particularly important because the stability and dedication of teachers influence the continuity and quality of instruction (Batugal & Tindowen, 2019). However, private schools continue to experience teacher turnover, partly due to educators' movement toward public schools that may offer greater job security, standardized compensation, and tenure protections (Oberes & Tan, 2022). Such turnover may disrupt instructional continuity and increase the workload of remaining teachers. Moreover, demographic factors may influence teachers' organizational commitment, underscoring the importance of understanding commitment across different teacher profiles (Sarno & Almercz, 2026).

Thus, this study seeks to provide empirical evidence on the extent of organizational commitment among private school teachers by examining their affective, continuance, and normative commitment across selected demographic variables. The findings are expected to help identify areas requiring greater institutional support and provide a basis for developing a data-driven Capability-Building Plan tailored to teachers' needs. The study also supports the Sustainable Development Goals, particularly SDG 4 on Quality Education, SDG 8 on Decent Work and Economic Growth, SDG 5 on Gender Equality, SDG 10 on Reduced Inequalities, and SDG 12 on Responsible Consumption and Production (United Nations, 2015). Consistent with the Institutional Research Agenda of STI West Negros University, particularly the College of Education's research priorities on teachers' well-being and institutional development (STI West Negros University, 2021), the study aims to contribute to a more committed, supported, stable, and motivated teaching workforce.

Current State of Knowledge

Organizational commitment refers to the psychological relationship between an employee and the organization that influences the decision to remain or leave (Meyer & Allen, 1991, as cited in Stepanek & Paul, 2023). It may be viewed as a single construct or as a three-dimensional model consisting of affective, continuance, and normative commitment (Stepanek & Paul, 2023). Affective commitment reflects emotional attachment and a sense of belonging, continuance commitment concerns the perceived costs of leaving, while normative commitment represents an employee's sense of obligation to remain (Khan et al., 2021; The Decision Lab, 2023). These dimensions may also be strengthened through organizational interventions such as training and development.

Affective commitment is associated with employees' emotional attachment to their organization, particularly when personal values align with the institution's mission and workplace culture. It has been linked to job satisfaction, performance, lower turnover intention, and psychological well-being (The Decision Lab, 2023; Santiago-Torner, 2023). In contrast, continuance commitment is primarily influenced by the perceived loss of benefits, privileges, seniority, and other investments that may result from leaving an organization (Khan et al., 2021; Effactory, 2025). Normative commitment is based on an employee's perceived moral or reciprocal obligation to remain, which may also be reinforced through institutional support and professional development (Khan et al., 2021).

In the Philippine educational context, organizational culture, policies, leadership, professional development, collaboration, and collegial support have been found to influence teachers' organizational commitment (Bantilan et al., 2024; Saavedra & Paglinawan, 2025). Among private school teachers, affective commitment has been identified as a prominent dimension, while age, marital status, and educational attainment have been associated with variations in commitment (Sarno & Almerez, 2026). Similarly, working conditions, compensation, administrative support, and professional growth have been linked to teacher retention (Anog, 2024). Training, promotion, salary, and opportunities for professional development may further strengthen teachers' sense of security, value, and commitment to their institutions (Lagrimas, 2026).

Foreign studies likewise indicate that organizational commitment may vary according to demographic and employment characteristics, including age, gender, position, professional seniority, and length of service (Coşkun et al., 2023; Kasımoğlu, 2021). Age has been associated with differences in affective, continuance, normative, and overall commitment, although findings across studies are not entirely consistent (Li et al., 2022; Nye et al., 2022; Muhammad et al., 2021). Other research suggests that organizational commitment is positively associated with work engagement, while organizational and personal resources can help strengthen employee engagement and commitment (Fait et al., 2023; Arcadio et al., 2023). These findings emphasize that commitment is influenced by both individual characteristics and workplace conditions.

Educational attainment and length of service have also produced mixed findings. Some studies suggest that higher educational attainment is associated with stronger organizational commitment because of increased professional development opportunities, job satisfaction, and work values, while others report differences in commitment based on educational background

(Syardiansah, 2024; Smith & Thompson, 2021; Bawa, 2020). Similarly, tenure and employment stability may strengthen organizational loyalty, although length of service does not consistently predict commitment across settings (Buabeng-Andoh, 2020; Ghimire et al., 2023, as cited in Hermoso et al., 2025). Philippine studies further show that interpersonal relationships, institutional belongingness, incentives, job satisfaction, and organizational culture may be more influential than tenure or salary alone (Lagare & Paglinawan, 2026; Batugal & Tindowen, 2019).

Overall, the literature indicates that organizational commitment among teachers is a multidimensional construct shaped by emotional attachment, perceived costs of leaving, and a sense of obligation, as well as by organizational culture, leadership, professional development, compensation, and workplace relationships. Philippine findings show that demographic variables such as age, educational attainment, and length of service may influence commitment, although results vary across institutional contexts (Julian et al., 2024; Maravilla & Tuble, 2025). Capability-building is therefore important because developing teachers' knowledge, skills, resources, and professional support can contribute to stronger organizational engagement and commitment (Bourke et al., 2024). These findings provide a basis for examining the organizational commitment of private school teachers and developing a context-specific Capability-Building Plan that responds to identified areas of need.

Theoretical Underpinnings

This study is anchored on Meyer and Allen's (1991) Three-Component Model of Organizational Commitment, one of the most widely applied frameworks for understanding an employee's psychological attachment to an organization. The model conceptualizes organizational commitment as a multidimensional construct composed of three distinct but related mind-sets: affective commitment, described as an employee's desire to remain with the organization rooted in genuine emotional attachment and identification with its values; continuance commitment, described as a need to remain rooted in the perceived costs associated with leaving, such as accumulated investments, benefits, and privileges; and normative commitment, described as an employee's felt obligation to remain, rooted in a sense of duty, loyalty, or indebtedness to the organization (Allen & Meyer, 1990; Meyer, Allen, & Smith, 1993).

Within the context of school organizations, this framework underscores that teacher commitment is not a single, uniform attitude but a composite of emotional, calculative, and moral forces that can each be strengthened through different institutional strategies (Meyer & Allen, 1997). Understanding which of these three dimensions is comparatively stronger or weaker and how they shift across a teacher's demographic profile allows school leaders to design more targeted interventions rather than relying on generic retention efforts. This theoretical grounding directly informs the present study's aim of using teachers' commitment profile as the empirical basis for a capability-building plan.

Objectives of the Study

This study determined the extent of organizational commitment among private school teachers in one of the city divisions in the Negros Island Region during School Year 2025–2026 as a basis for developing a capability-building plan. Specifically, it examined the respondents'

profiles in terms of age, highest educational attainment, length of service, and average family monthly income; assessed their organizational commitment in terms of normative, continuance, and affective commitment; and determined whether significant differences existed in their organizational commitment when grouped according to their profile variables.

Research Methodology:

This section presents research design, study respondents, instrumentation, data-gathering procedure, data analysis and statistical tools, and ethical consideration.

Research Design

This study employed a descriptive-comparative research design to assess the organizational commitment of private school teachers and determine whether significant differences exist when respondents are grouped according to their demographic profiles. Descriptive research systematically describes a population or phenomenon and identifies relevant characteristics, patterns, and trends (McCombes, 2020; Shuttleworth, 2021), while the comparative component examines differences in teachers' affective, continuance, and normative commitment across age, highest educational attainment, length of service, and average family monthly income. This design was appropriate because the profile variables are naturally occurring characteristics that cannot be ethically or practically manipulated or randomly assigned. Thus, the descriptive component addresses the current level of organizational commitment, while the comparative component determines whether meaningful differences exist among the identified demographic groups.

Study Respondents

The respondents of the study were the entire 96 private school teachers from private schools in one of the city divisions in Negros Island Region. Purposive sampling was used to obtain reliable results for the study, as this technique allowed the researcher to specifically target private school teachers who met the study's criteria. The respondents comprised a mix of permanent and probationary teachers; employment status was not tracked or distinguished as a separate profile variable, as the study's focus was on the demographic and socio-economic variables of age, highest educational attainment, length of service, and average monthly family income.

To be included in the study, a respondent had to be a currently employed teacher, whether permanent or probationary, in a private basic education institution operating within the study locale at the time of data gathering. Teachers who were on extended leave, no longer in active service, or employed in a purely administrative or non-teaching capacity were excluded.

Instrument

The researcher used a standardized survey questionnaire adapted to assess private school teachers' organizational commitment in terms of affective, continuance, and normative commitment. The instrument consisted of two parts: Part I covered the respondents' age, highest educational attainment, length of service, and average family monthly income, while Part II contained 30 items, with 10 items for each commitment dimension, rated using a 5-point Likert scale. For validity, the questionnaire underwent face and content validation by three experts in Education and Research and obtained an overall mean rating of 4.89, interpreted as Excellent, after incorporating their recommendations (Dudovskiy, 2019). For reliability, a dry run was conducted with 30 teachers from a private school outside the study sample, and Cronbach's Alpha was used to assess internal consistency. The 30-item instrument obtained a reliability coefficient of .888, interpreted as Reliable, exceeding the generally accepted 0.70 threshold (Taber, 2018; Dudovskiy, 2019).

Data Gathering and Procedure

After the approval of the questionnaire by the panel members, the researcher sought the help of three (3) validators who are considered experts in the field of education and research for the validation of the questionnaire. After which, the reliability of the research questionnaire was established by administering it to thirty (30) high school teachers in one of the city divisions in Negros Island Region, who were not actual respondents of the study. After computing the reliability of the survey questionnaire, the researcher sought the authority of the school administrators concerned through a letter-request asking for permission to conduct the study. Upon approval, the researcher set a schedule for the data gathering with a letter-request to the concerned school heads. The administration and retrieval of the research instrument were done by the researcher to ensure 100% retrieval. After retrieval, the data were tabulated, analyzed, and interpreted according to the specific problems outlined in this study.

Scores of each respondent were encoded according to variables, and the computations were done using SPSS software. Likewise, statistical tables were constructed in consideration of the objectives stated in the study.

Data Analysis and Statistical Treatment

This study employed two analytical schemes—descriptive and comparative—based on the research objectives. The descriptive analytical scheme, using frequency and percentage distribution, was applied to determine the respondents' profiles in terms of age, educational attainment, length of service, and family income, while the mean was used to determine the extent of organizational commitment in terms of affective, continuance, and normative commitment. The comparative analytical scheme, using the Mann-Whitney U Test, was employed to determine whether significant differences existed in organizational commitment when respondents were grouped according to their profile variables. At the 0.05 level of significance, the null hypothesis was rejected when the p-value was ≤ 0.05 and accepted when the p-value was > 0.05 (Bluman, 2017).

Ethical Consideration

The study observed ethical principles to protect the rights, welfare, privacy, and dignity of the teacher-respondents, particularly because the research involved information about their organizational commitment (Arifin, 2018). Participation was voluntary, with respondents fully informed about the study's purpose, procedures, and their right to decline or withdraw at any time, and written informed consent was obtained before data collection. The researcher also minimized potential physical or psychological risks by ensuring that the questionnaire did not require disclosures that could jeopardize respondents' employment or professional standing and could be completed within a reasonable time (Trochim, 2021). Confidentiality was maintained by restricting access to the raw data to the researcher, while anonymity was ensured by separating respondents' identities from their responses and reporting findings only in aggregate form (Canadian Institutes of Health Research et al., 2022; Trochim, 2021). These safeguards enabled respondents to participate freely and provide candid responses without fear that their participation or answers would affect their professional standing.

Results and Discussion:

This section presents, analyzes, and interprets the data gathered to carry out the predetermined objectives of this study.

Profile of the Respondents According to Age, Highest Educational Attainment, Length of Service, and Average Family Monthly Income

Table 1
Profile of Respondents

Variables	Categories	Frequency	Percentage
Age	Younger (below 34 years old)	45	46.90
	Older (34 years old and above)	51	53.10
	Total	96	100
Highest Educational Attainment	Lower (Bachelor's Degree)	25	26.00
	Higher (Master's and Doctoral)	71	74.00
	Total	96	100
Length of Service	Shorter (below 12 years)	45	46.90
	Longer (12 years and above)	51	53.10
	Total	96	100
Average Family	Lower (below Php 8,000.00)	55	57.30

Monthly Income	Higher (Php 8,000.00 and above)	41	42.70
	Total	96	100

Table 1 presents the profile of the 96 survey participants across four main variables: age, educational attainment, length of service, and monthly family income. Overall, the findings describe a seasoned, advanced-degree workforce navigating notable financial pressure. Just over half of the respondents fall into the older age group, with 53.10% ($n=51$) aged 34 and above, and have served for 12 years or more, with 53.10% ($n=51$). Meanwhile, younger respondents under 34 (46.90%, $n=45$) and those with shorter tenure 46.90%, $n=45$ make up the remainder. A standout feature of this group is its strong academic background, with 74.00% ($n=71$) holding a Master's or Doctorate degree, compared to just 26.00% ($n=25$) holding a Bachelor's degree. However, these credentials do not line up with household earnings: 57.30% ($n=55$) earn a monthly family income below Php 8,000.00, leaving only 42.70% ($n=41$) at or above that threshold.

These demographic patterns point to several key organizational considerations. The symmetry between age and years of service signals solid job stability and low turnover, helping institutions retain experienced personnel with valuable operational insights (Ingersoll & Strong, 2020). Simultaneously, because nearly half the workforce is still in its early career stages (46.90%), organizations should implement targeted mentoring systems to ensure smooth knowledge transfer before senior teachers retire.

The main concern remains the stark divide between academic qualification and earnings. Living on a monthly family income of under Php 8,000.00 places most respondents well below the official poverty thresholds (PSA, 2023), indicating that higher education has not guaranteed economic security for this workforce. When well-credentialed personnel encounter wages that do not match living costs, the likelihood of financial stress, job dissatisfaction, and eventual burnout rises sharply (Skaalvik & Skaalvik, 2021).

Level of Organizational Commitment among Private School Teachers: Normative Commitment, Continuance Commitment, and Affective Commitment

Table 2

Level of Organizational Commitment among Private School Teachers in the Areas of Normative Commitment

Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. Feel a personal responsibility to remain in this institution.	3.76	High Level
2. believe that loyalty to this school is important.	3.77	High Level
3. feel that staying here is a matter of principle.	4.05	High Level

4. Think that this organization has earned my continued service.	3.59	High Level
5. I would feel uncomfortable leaving without fulfilling my commitments.	3.47	Moderate Level
6. believe that commitment to one's institution reflects professional integrity.	3.94	High Level
7. feel that I should support this school during both good and difficult times.	3.82	High Level
8. think it would not be right to leave abruptly.	3.90	High Level
9. feel that I owe this school my dedication.	4.91	Very High Level
10. believe that remaining here is part of honoring my professional commitment.	4.13	High Level
Overall Mean	3.93	High Level

According to the data in Table 2, private school teachers appear to have significant normative commitment. The overall mean was 3.93 (High Level), suggesting that teachers feel a sense of psychological obligation, moral duty, and personal loyalty to their current school. The highest mean, 4.91 (Very High Level), was with Item 9, "feel that I owe this school my dedication", suggesting that the teachers' primary commitment is to their profession as well as to the school.

The mean for Item 5 was the lowest, at 3.47 (Moderate Level), suggesting that while the teachers have a moral duty to the school and feel they owe it their dedication, they do not feel uncomfortable about leaving the school without fulfilling their personal commitments. Essentially, teachers have a moral duty to the school and feel they owe it their dedication, but this duty is weaker when personal commitments conflict with their job. These findings show that private school administrators have a teacher workforce that is not only morally committed to their school but also institutionally loyal. This supports the results for Item 5, as the moral commitment that private school teachers have to their school is fairly strong. However, administrators shouldn't rely on private school teachers' sense of duty to remain at the school. Private school administrators should invest in their staff to foster an environment of loyalty through supportive, responsive school leadership, staff well-being, and professional growth, thereby sustaining staff commitment.

The literature also shows that private schools are successful in reducing staff turnover when they develop an environment that supports staff morale. Bogler and Berkovich (2022) state that organizational commitment among teachers serves as a vital psychological barrier against turnover and burnout, especially when coupled with a positive school climate and leadership. Additionally, Zhao et al. (2024) and Antony et al. (2024) have conducted studies that suggest that school administrators' ethical and moral leadership directly contributes to teachers' intrinsic motivation and institutional identification. In private education in particular, studies suggest that teachers' job satisfaction and organizational commitment play a role in staff retention and

reducing turnover (Rohim et al., 2023; Cho, 2024). Consequently, there must be alignment between teachers' expectations and the institution's support systems to sustain a high level of normative commitment.

Table 3

Level of Organizational Commitment among Private School Teachers in the Areas of Continuance Commitment

Items	Mean	Interpretation
As a teacher, I ...		
1. Consider the financial implications before thinking of leaving this school.	3.74	High Level
2. Recognize that leaving would require adjusting to significant professional changes.	4.34	High Level
3. feel that my accumulated years in this institution are valuable to me.	3.57	High Level
4. believe that transferring to another school would involve starting over professionally.	3.54	High Level
5. think about the loss of stability if I leave this organization.	3.67	High Level
6. remain because I have invested here and do not want to lose those investments.	4.16	High Level
7. feel that job security here influences my decision to stay.	3.35	Moderate Level
8. Consider the uncertainty of new employment opportunities before deciding to resign.	3.54	High Level
9. Stayed partly because I would lose certain privileges if I left.	4.77	Very High Level
10. believe that remaining here is currently the most practical choice for me.	4.36	High Level
Overall Mean	3.91	High Level

Private school teachers scored an average of 3.91 on the measure of their commitment to remain, indicating a 'High' level response. Private school teachers believe it takes time, effort, and money for them to leave. Privilege commitment is the employee's assessment of the costs and risks of keeping a job versus the costs and risks of leaving the job. Private school teachers believe that the cost of leaving school teaching privately would be a significant loss to them of both financial and non-financial capital (Abun et al., 2021).

Of all surveyed items, 'Stayed partly because I would lose certain privileges if I left' (item 9), scored the highest, at an average of 4.77, and falls in the 'Very High' level. Private school

teachers believe that a number of job-specific privileges, including private school jobs' privileges of tuition discount for faculty dependent children, a flexible work schedule, and credit for work leave, are the primary reasons why employees do not leave their jobs. High-level commitment to privileges shows a high-level job motivation with a low-level job satisfaction (Nguyen et al., 2020). While teachers may remain in the job, the retention of teachers can lead to job burnout.

The lowest mean is Item 7 ("feel that job security here influences my decision to stay") at a mean of 3.35, or a response suggesting a Moderate Level. A moderate rating indicates that teachers are likely to consider job security as a less important incentive among many others offered by schools, particularly when compared to the international friction of the job market (Item 2, $M = 4.34$). Teachers in the private sector, contract renewal, changes in student enrollment, and the nature of the private sector labor market make teachers in this sector less hopeful for lifetime employment, unlike in the public schools (Toropova et al., 2021). Hence, teachers in private schools consider their employment as a pragmatic decision in view of the rewards and economics of the school (Al-Madi & Al-Jawazneh, 2021). Administrators must appreciate that, although privileges help retain employees, an exclusive focus on continuance rewards may develop job complacency. Hence, reassuring job security and improving affective engagement will sustain the longevity of quality in the instruction of employees and the employees' morale.

Table 4

Level of Organizational Commitment among Private School Teachers in the Area of Affective Commitment

Items	Mean	Interpretation
As a teacher, I...		
1. Feel emotionally connected to this institution.	3.67	High Level
2. Take pride in being a member of this organization.	3.86	High Level
3. Feel personally fulfilled working in this school.	3.92	High Level
4. identify strongly with this institution's values.	4.64	Very High Level
5. Feel motivated when contributing to school initiatives.	3.85	High Level
6. feel appreciated as a member of this organization.	4.58	Very High Level
7. feel comfortable expressing myself within this school.	3.64	High Level
8. Experience a sense of happiness being part of this institution.	3.69	High Level
9. Feel motivated to contribute beyond my required duties because I care about this school.	4.08	High Level
10. feel that my personal goals align with this organization's direction.	3.96	High Level

Overall Mean

3.99 High Level

The level of organizational commitment among private school teachers in the area of Affective Commitment shows an average of 3.99, which reflects a High Level of commitment. The case can be made that private school teachers, on average, have a High Level of commitment and a Positive emotional association and connection to their employer. Affective commitment is vital to an organization's health in the education industry. Teachers who are emotionally connected with their workplace are more engaged and are more resistant to professional burnout. It should not come as a surprise that teachers are more inclined to invest effort to support and meet the learning needs of their students. The highest mean is recorded in Item 4, where teachers responded, "I identify strongly with this institution's values," with a mean score of 4.64, which reflects a Very High Level of commitment. Item 6, which measured teachers' perception of organizational appreciation, also reflects a Very High Level of commitment, with a mean of 4.58. It seems that value congruency, congruency between a teacher's personal/professional educational philosophy and the organizational vision, and an appreciative administrative culture, are primary elements or anchors of teachers' affective bonds. Teachers are more likely to be psychologically empowered and committed when their school values their contributions and their ethics.

The lowest mean scores, in a High Level commitment range, are recorded in Item 7, where the recorded mean was 3.64, and Item 1, where the recorded mean was 3.67. A lower relative mean for self-expression indicates possible barriers for open communication and psychological safety, as well as for participation in making decisions for the members of the private school community (Abun et al., 2021). In an environment where lower teacher empowerment results in less friction for participation and feedback in dialogue, their direct emotional connection (Item 1), even if they keep valued institutional respect, can be slightly eroded. These findings suggest that while the appreciation of institutional values maintains teacher dedication, school leaders cannot only rely on shared values to sustain them (Dai et al., 2023). Private schools must actively maintain open communication and develop psychologically safe environments to facilitate participation within faculty feedback frameworks in order to enhance affective commitment and emotional attachment.

Comparative Analysis in the Level of Organizational Commitment among Private School Teachers in the Areas, Normative Commitment, Continuance Commitment and Affective Commitment when grouped and compared according to the Variables, Age, Highest Educational Attainment, Length of Service and Average Family Monthly Income

Table 5

Difference in the Level of Organizational Commitment among Private School Teachers in the Areas Normative Commitment According to Variables

Variable	Category	N	Mean	Mann-Whitney U Test	p-value	Sig. level	Interpretation
Age	Younger	45	50.82	1043.00	0.436	0.05	Not Significant
	Older	51	46.45				
Highest Educational Attainment	Lower	25	48.54	886.50	0.993		Not Significant
	Higher	71	48.49				
Length of Service	Shorter	45	50.82	1043.00	0.436		Not Significant
	Longer	51	46.45				
Average Family Monthly Income	Lower	55	41.81	759.50	0.006		Significant
	Higher	41	57.48				

According to results from the Mann-Whitney U test depicted in Table 5, private school teachers' normative commitment varies across demographic conditions, with Average Family Monthly Income being the only demographic condition showing a statistically significant difference ($U = 759.50$, $p = 0.006 < 0.05$). Teachers in the higher Average Family Monthly Income group showed a significantly higher mean rank (57.48, $N = 41$) in comparison to teachers in the lower Average Family Monthly Income group (41.81, $N = 55$). Normative commitment reflects an employee's psychological sense of moral duty, loyalty and the ethical responsibility to remain with an institution. Thus, it can be inferred that a teacher's social economic status is directly related to the extent to which a teacher has internalized moral responsibility to the institution. It can be argued that with greater financial resources, teachers have an increased ability to think of and respond to the institution's principles of reciprocity and ethical loyalty (Bautista & Tan, 2022). Teachers with greater average family monthly incomes may perceive less of an ethical responsibility to the institution and may leave in the face of alternative employment opportunities that better meet their economic needs (Mendoza et al., 2023).

In this study, no significant differences in normative commitment with respect to Age ($U = 1043.00$, $p = 0.436$; Younger mean rank = 50.82 vs. Older mean rank = 46.45), Highest

Educational Attainment ($U = 886.50$, $p = 0.993$; Lower mean rank = 48.54 vs. Higher mean rank = 48.49), or Length of Service ($U = 1043.00$, $p = 0.436$; Shorter mean rank = 50.82 vs. Longer mean rank = 46.45) were identified. The absence of mean differences for Age, Education, and Tenure indicates that all private school teachers at all stages of their career have the same moral duty, loyalty, and ethical responsibility (Santos & Delgado, 2021) of the profession. Teachers from all age groups and tenure groups perceive their professional calling to be a personal calling to teach. Lastly, regardless of the level of postsecondary education held (Bachelor's/Bachelor's degree or advanced degree), teachers maintain the same overall responsibility to their students and the school community (Bautista & Tan, 2022).

The results define critical pathways in private school leadership and HR management. As economic background determines normative commitment, they should aim for equitable compensation and financial security to create moral loyalty among the lower-paid employees. (Mendoza et al., 2023). One way subsidize this would be to provide competitive base pay, provide financial wellness services, and award merit-based bonuses would help relieve and get rid of some of the economic burdens on lower-paid staff, and enable them to develop reciprocal loyalty to the school. (Apostol et al., 2023). In addition, since normative commitment is the same across age, tenure, and education levels, it is up to school management to create an ethics-based organizational culture that supports the values of teachers at all levels of their careers (Bautista & Tan, 2022; Santos & Delgado, 2021).

Table 6

Difference in the Level of Organizational Commitment among Private School Teachers in the Areas Continuance Commitment According to Variables

Variable	Category	N	Mean	Mann-Whitney U Test	p-value	Sig. level	Interpretation
Age	Younger	45	45.67	1020.00	0.341	0.05	Not Significant
	Older	51	51.00				
Highest Educational Attainment	Lower	25	48.02	875.50	0.919	0.05	Not Significant
	Higher	71	48.67				
Length of Service	Shorter	45	45.67	1020.00	0.341	0.05	Not Significant
	Longer	51	51.00				
Average Family Monthly Income	Lower	55	46.11	996.00	0.322	0.05	Not Significant
	Higher	41	51.71				

Table 6 reports the results of the Mann-Whitney U test on the differences of private school teachers' continuance commitment across selected demographic variables. No statistically significant differences were found at $p < .05$. There was no statistically significant difference in continuance commitment based on Age ($U = 1020.00$, $p = 0.341$; Younger mean rank = 45.67 vs. Older mean rank = 51.00), Highest Educational Attainment ($U = 875.50$, $p = 0.919$; Lower mean rank = 48.02 vs. Higher mean rank = 48.67), Length of Service ($U = 1020.00$, $p = 0.341$; Shorter mean rank = 45.67 vs. Longer mean rank = 51.00), or Average Family Monthly Income ($U = 996.00$, $p = 0.322$; Lower mean rank = 46.11 vs. Higher mean rank = 51.71). Continuance commitment refers to an employee's appraisal of the costs, personal sacrifices, and loss of side-bets vested in leaving an organization. The absence of variation across the demographic groups shows that the presumed costs of changing schools, such as sacrificing institutional perquisites, dealing with ambiguity and insecurity, and forfeiting previously established security, are perceived analogously by private school teachers of all ages, levels of education, seniority, and socioeconomic position (Kaur & Randhawa, 2022).

Although mean ranks across categories do not reach statistical significance, the results show subtle, yet consistent, directional patterns. Older teachers (mean rank = 51.00) and longer-tenure teachers (mean rank = 51.00) displayed relatively higher mean ranks compared to younger teachers (mean rank = 45.67) and teachers with lesser tenure (mean rank = 45.67) (Tepayakul & Thai-ngam, 2021). As expected, teachers with a higher attainment of education (mean rank = 48.67) and family income (mean rank = 51.71) revealed higher mean ranks when compared to teachers with a lower attainment of education (mean rank = 48.02) and family income (mean rank = 46.11). Based on the results, it appears qualifications and financial stability provide teachers with the ability to create and appreciate institutional roles that deepen their investments and create switching friction that is non-monetary in nature, while teachers in the early stages of their careers or those who are financially constrained assess switching costs in terms of meeting basic needs (Apostol et al., 2023; Sethi & Sharma, 2021).

School leaders cannot use demographic targeting when addressing cost-driven retention because continuance commitment is a structural, cross-sector phenomenon. Given that teacher cohorts perceive the exit costs as high, leaders must avoid allowing teachers to commit to continuance, or become "trapped," where people stay at work simply from a fear of the loss, or the costs, of the switch rather than with a true sense of commitment to the profession (Sethi & Sharma, 2021). For healthy retention, administrators should pair cost-avoidance structures (i.e. benefits, security) with rewards, supportive workplace climates, and transformational leadership (Kaur & Randhawa, 2022). If private schools can convert calculative factors to stay into affective and normative commitment, they can achieve a teaching workforce that is characterized by high engagement, proactiveness, and dedication across all demographic segments (Apostol et al., 2023; Tepayakul & Thai-ngam, 2021).

Table 7

Difference in the Level of Organizational Commitment among Private School Teachers in the Areas Affective Commitment According to Variables

Variable	Category	N	Mean	Mann-Whitney U Test	p-value	Sig. level	Interpretation
Age	Younger	45	52.46	969.50	0.178		Not Significant
	Older	51	45.01				
Highest Educational Attainment	Lower	25	57.62	659.50	0.050		Significant
	Higher	71	45.29				
Length of Service	Shorter	45	52.46	969.50	0.178	0.05	Not Significant
	Longer	51	45.01				
Average Family Monthly Income	Lower	55	48.61	1121.50	0.963		Not Significant
	Higher	41	48.35				

Table 7 illustrates the non-parametric comparative analysis of private school teachers' affective commitment across four demographic profile variables Age, Highest Educational Attainment, Length of Service, and Average Family Monthly Income using the Mann-Whitney U Test at a 0.05 significance level.

For the variable of age, younger teachers (N = 45) registered a mean rank of 52.46, whereas older teachers (N = 51) yielded a mean rank of 45.01, resulting in a Mann-Whitney U value of 969.50 and a p-value of 0.178. Because the p-value exceeds the 0.05 threshold, the difference is statistically not significant, leading to the acceptance of the null hypothesis and indicating that age does not significantly alter a teacher's emotional attachment to the institution. Similarly, regarding the length of service, teachers with shorter tenure (N = 45) obtained a mean rank of 52.46, while those with longer tenure (N = 51) achieved a mean rank of 45.01 (U = 969.50, p = 0.178). This confirms no significant difference, suggesting that emotional identification with the school remains consistent regardless of the length of employment.

In terms of highest educational attainment, teachers categorized under lower attainment (N = 25) generated a mean rank of 57.62, which is noticeably higher than the mean rank of 45.29 recorded by teachers with higher attainment (N = 71). The computed Mann-Whitney U value of 659.50 produced a p-value of 0.050, which meets the critical significance level of 0.05. This result indicates a statistically significant difference, leading to the rejection of the null hypothesis. The findings suggest that private school teachers with lower educational attainment exhibit stronger affective commitment compared to their colleagues holding higher post-graduate

credentials, who often possess expanded career mobility and market opportunities outside the current school system (Mendoza & Reyes, 2024; Pascual & De Castro, 2025).

Finally, evaluating average family monthly income reveals that teachers in the lower income bracket ($N = 55$) had a mean rank of 48.61, whereas those in the higher income bracket ($N = 41$) recorded a mean rank of 48.35 ($U = 1121.50$, $p = 0.963$). With a p -value well above 0.05, the result is statistically not significant, proving that household financial status does not influence an educator's level of affective commitment toward their educational institution (Sucalit & Curayag, 2025).

These findings provide essential data on private school leadership strategies. Given the difference in the levels of affective commitment for highly educated individuals, private school leaders should create opportunities for these individuals to consistently grow and have their voices heard within the school, as building teacher capacity research finds that the commitment and engagement of staff is better sustained by the school's direct investment through the provision of professional opportunities, collaboration, and the availability of supportive resources (Building Teacher Capacity, 2026). Although affective commitment is relatively consistent for other factors, including age, tenure, and income, private school leaders may potentially gain greater returns by prioritizing organizational culture and leadership approaches, as research has shown that the culture of an organization has a greater effect on both organizational commitment and satisfaction toward the job of teachers, irrespective of demographic factors (Batugal & Tindowen, 2019).

Conclusion:

The findings show that the respondents were predominantly older and more experienced teachers, with most holding postgraduate qualifications, although many belonged to the lower family-income group. Organizational commitment among private school teachers was rated high across normative, continuance, and affective commitment, consistently across age, educational attainment, length of service, and family income groups. No significant differences were found in normative commitment by age, educational attainment, or length of service, but a significant difference was observed by family income, with higher-income teachers demonstrating stronger normative commitment. Continuance commitment showed no significant differences across all profile variables, while affective commitment differed significantly by educational attainment, with teachers having lower educational attainment reporting stronger affective commitment. Overall, the findings indicate that private school teachers maintain a generally high level of organizational commitment, although family income and educational attainment appear to influence specific dimensions of commitment, highlighting the importance of equitable compensation, targeted support, professional development, and engagement strategies to sustain teacher commitment.

Recommendation:

Private school administrators and boards of trustees should review compensation structures to better align salaries, benefits, and incentives with teachers' educational qualifications and length of service, particularly for lower-income faculty. School leaders should



sustain the high levels of affective, normative, and continuance commitment by involving experienced and highly qualified teachers in decision-making, curriculum development, governance, and institutional initiatives, while providing targeted engagement, recognition, and professional support to groups with comparatively lower commitment in specific areas. Human resources and instructional leaders should maintain equitable professional development opportunities and strengthen capacity-building in advanced pedagogy, educational technology, research, leadership, and institutional sustainability. Finally, researchers are encouraged to examine the long-term relationship between organizational commitment and teacher retention and conduct comparative studies between private and public schools to provide evidence for workforce and policy development.

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