

Employee Motivation and Commitment Among Senior High School Teachers in Urdaneta City National High School

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ABSTRACT

The purpose of this study is to look into the level of organizational motivation and commitment, as well as the relationship between motivation and organizational commitment, in the Urdaneta City National High School. The relationships between organizational motivation and commitment were investigated using different methodologies and statistical tools. A total of 22 respondents participated in the research survey. A questionnaire was used to collect data for this study. The "Motivation Questionnaire" and the "Organizational Commitment Questionnaire" were administered to senior high school teachers. Within this scope, teachers' motivation levels were examined in two dimensions: intrinsic and extrinsic motivation; and teachers' organizational commitment levels were examined in three dimensions: affective commitment (AC), continuance commitment (CC), and normative commitment (NC). The results showed that there is a significant impact of employee motivation on organizational commitment. Important recommendations are also derived from the study.

ABSTRAK

Tujuan dari penelitian ini adalah untuk melihat tingkat motivasi dan komitmen organisasi, serta hubungan antara motivasi dan komitmen organisasi, di Sekolah Menengah Atas Nasional Kota Urdaneta. Hubungan antara motivasi dan komitmen organisasi diselidiki menggunakan berbagai metodologi dan alat statistik. Sebanyak 22 responden berpartisipasi dalam survei penelitian. Kuesioner digunakan untuk mengumpulkan data untuk penelitian ini. "Kuesioner Motivasi" dan "Kuesioner Komitmen Organisasi" diberikan kepada guru sekolah menengah atas. Dalam lingkup ini, tingkat motivasi guru diperiksa dalam dua dimensi: motivasi intrinsik dan ekstrinsik; dan tingkat komitmen organisasi guru diperiksa dalam tiga dimensi: komitmen afektif (AC), komitmen berkelanjutan (CC), dan komitmen normatif (NC). Hasil penelitian menunjukkan bahwa ada dampak signifikan dari motivasi karyawan terhadap komitmen organisasi. Rekomendasi penting juga diperoleh dari penelitian ini.

1. Introduction

Employee motivation is critical for organizations because every endeavor necessitates the use of physical, financial, and human resources to achieve its objectives. Human resources can only be fully utilized if they are motivated. Employees' willingness to work can be increased in this way. This will assist the company in making the best use of its resources. It leads to an increase in productivity, a decrease in operational costs, and an overall improvement in inefficiency.

Employee commitment to the organization is a critical issue in today's classroom. Employee commitment can be an important tool for improving organizational performance. According to commitment research, employees with higher organizational commitment engage in organizational citizenship behavior, which results in better performance and higher work motivation, both of which are beneficial to the organization [1]. Employee productivity is thus largely related to their level of motivation and organizational

commitment. As a result, motivation and commitment are important issues in schools as well. It is especially important in critical implementation fields of teaching. Teachers' organizational commitment influences outcome variables such as motivation in their work.

Motivation is a psychological process that, along with perception, personality, attitudes, and learning, is a critical component of behavior [2]. Researcher hypothesized that motivation is important to the achievement of any organization's growth [3]. Work motivation stimulates an individual to take action, which results in the achievement of some goals or the satisfaction of certain psychological needs [4].

Motivating people is the only way to get them to enjoy working hard. People today need to understand why they are working so hard. Employee motivation can be simply defined as "a reflection of the level of energy, commitment, and creativity that a company's workers bring to their jobs". Employees who are motivated and committed to their jobs and are actively involved in

their work are regarded as valuable assets to any organization [5].

The job of a manager in the workplace is to get things done through employees. To accomplish this, the manager must be able to motivate employees. That, however, is easier said than done. A manager's job is to get things done by his or her employees; people management is an essential part of the management process [6]. To accomplish this, the manager must be able to adequately motivate employees [7].

To stay competitive and survive, organizations want to maximize the potential of their human resources. Great organizations are built on the inherent value of their human resources, as well as the motivation and commitment of their employees [8]. Motivation theory and practice are difficult subjects that cross multiple disciplines. Despite massive basic and applied research, the subject of motivation is not well understood and is frequently misapplied. Understanding motivation necessitates a thorough understanding of human nature. That's where the issue comes in! Human nature can be both simple and complex. Understanding and appreciating this is necessary for effective employee motivation in the workplace, as well as effective management and leadership.

The concerns of employee motivation and organizational commitment have received attention in the teaching literature, but there is currently no single available report study that has presented the teachers' motivations and organizational commitment relationships. As a result, this study addresses this information gap in the hope that effective management strategies can be developed to produce higher levels of motivation and organizational commitment among teaching employees. The purpose of this study was to investigate the role of motivation (extrinsic and intrinsic) and commitment (affective, continuance, and normative) in improving job performance among Urdaneta City National High School – Senior High School teachers.

2. Research Method

This study analyzed the association between motivation and organizational commitment, employee motivation is the independent variable and organizational commitment is used as the dependent variable. The study used a purposive sample of 22 teachers from Urdaneta City National High School-SHS. Male and female employees were represented in the sample.

Data analysis methods used the Statistical Package for Social Sciences software was used for statistical analysis (SPSS). The following statistical tests and tools were used to examine and analyze research variables, and thus test hypotheses: frequency counts and average weighted mean to summarize and tabulate

the data obtained from the respondents' Profile and Likert's scale for Employee Motivation and Employee Commitment; Spearman Rank-Order Correlation or Spearman rho was used to testing the three secondary hypotheses.

This research is classified as a survey-type study. Survey research can describe a company's situation based on information gathered through a questionnaire. Another approach is to develop explanations based on statistical data analysis [9]. A questionnaire was created for data collection. The researchers explained the directions for completing each survey as each survey was distributed, as well as those the respondents' identities were kept confidential and participation was voluntary.

The study's data was gathered using a modified questionnaire labeled motivation and organizational commitment. The questionnaire was specifically designed to achieve the study's objectives. The questions were designed to be answered using a five-point Likert scale format for the motivation and organizational commitment scales, and categorical variables for respondent demographics.

The first section collected information such as age, gender, marital status, position, and years of experience. The second section measured motivation (twelve motivational factors). The questionnaire was developed to collect information to answer the research objectives and consisted of the twelve items used as motivational factors. The questions were answered in a 5-point Likert scale ranging from (1) Strongly Disagree to (5) Strongly agree. This was used to understand the motivational set of public senior high school teachers. The third section measured organizational commitment. The organizational commitment questionnaire originated from research which is Scale of measurement of organizational commitment [10]. Each dimension of organizational commitment: affective, continuance, and normative, was measured by six items. Items are rated on a 5-point Likert Scale, which is labeled from Strongly disagree (1) Disagree (2) Neutral (3) Agree (4) to Strongly agree (5).

To examine and analyze research variables, and thus test hypotheses, the following statistical tests and tools were used: frequency counts and average weighted mean to summarize and tabulate the data obtained from the respondents' Profile and Likert's scale for Employee Motivation and Employee Commitment; Spearman Rank-Order Correlation or Spearman rho was used to testing the three secondary hypotheses.

A total of 68 questionnaires were distributed to selected senior high school public school teachers, with 22 reliable responses returned. Out of 22 respondents, 14 (63.6 percent) were female and 8 (8 percent) were male, with the majority of respondents having 6-10 years of work experience (n = 10, 45.5 percent).

3. Result and Discussion

Table 1. Profile of Respondents

Respondent's Profile	Frequency	Percentage (%)
Gender		
Male	8	36.4
Female	14	63.6
Age		
21 – 30 years	4	18.2
31 – 40 years	6	27.3
41 – 50 years	7	31.8
51 - above	5	22.7
Marital Status		
Single	8	36.4
Married	14	63.6
Legally Separated	0	0.0
Years of Experience		
Less than 5 years	8	75.0
6 – 10	10	20.0
11 – above	4	5.0
Academic Rank		
Teacher I	5	22.7
Teacher II	2	9.1
Teacher III	11	50.0
Master Teacher	4	18.2
Head Teacher	0	0.0

Table 1 presents the profile of respondents in the conducted study. From the survey distributed in Urdaneta City National High School Senior High School, female teachers mostly answered the survey, making up the 63.3% total participation. With regards to age, there is an almost perfect distribution of respondents at each age scale. There are 18.2% of participants aged 21–30, 27.3% of those aged 31–40, and 31.8% of the respondents are aged 41–50, and the remaining 22.7% are teachers at age 51 and above. When it comes to marital status, most of the teacher respondents, or 63.6%, are single. As to the years of experience of teacher-respondents, almost half of them,

or 45.5%, have been teachers in public secondary schools for 6–10 years, followed by teachers with less than 4 years of experience in public schools, who make up the remaining 36.4% of respondents. Regarding academic rank, half of the respondents, or 50%, are Teacher III, followed by Teacher I with 22.7% of respondents.

Table 2 shows the level of motivation in each indicator presented to them as a driver for their motivation in work-related activities at school. Of the 12 indicators, the highest driver of employment motivation for teachers is having responsibilities related to work. This means that teachers' motivation to work is anchored on their mind that their work in school is very important and they must perform their tasks in the best possible way. This can be related to the research by another researcher about the connection between employee commitment and work, which results in better performance and high work motivation [11]. On the contrary, the salary received from work gets the lowest level of employee motivation among teachers.

It is undeniable that public school teachers are underpaid considering the tasks that they are performing on-site, which extends to their homes. Some teachers do not perform well because they think that their efforts are not paying off properly. This behavior of teachers can be connected to the findings of certain researcher, who pioneered the expectancy theory and its components, or elements that influence motivation [12]. According to him, there is a connection between the reward (monetary) that the employee will receive and their performance at work. An employee that performs satisfactorily will get higher rewards than those who perform fairly.

Table 2. Level of Employees' Motivation

Indicators	SA	A	N	D	SD	WM	DE
1. I have responsibilities related to work	15	6	1	0	0	4.64	SA
2. My colleagues appreciate me for what I did for my work	4	14	4	0	0	4.00	A
3. I believe that I have full authority to do my job	8	3	11	0	0	4.23	SA
4. I see myself as an important employee	4	10	8	0	0	4.18	A
5. I have the right to decide in a subject related to my work	6	10	4	2	0	3.91	A
6. It is suitable physical conditions in the environment of work	6	13	3	0	0	4.14	A
7. My superiors help me to solve disagreement with my colleagues	6	12	4	0	0	4.09	A
8. My colleagues are always with me in solving personal and familial problems	2	15	3	1	1	3.73	A
9. I believe that I'll be retiring from this organization	7	8	6	1	0	3.95	A
10. I get monetary incentives for a job well done	2	9	10	1	0	3.55	A
11. I think that I am receiving enough salary from my work	2	7	12	1	0	3.41	A
12. There is promotion of career development for me	5	11	5	1	0	3.86	A
WEIGHTED MEAN	3.97		Agree (A)				

Legend: 1.00-1.80 Strongly Disagree (SD); 1.81-2.60 – Disagree (D); 2.61-3.40 – Neutral (N); 3.41-4.20 – Agree (A); 4.21-5.00 – Strongly Agree (SA)

Table 3 shows the respondents' Affective Commitment. The indicators 4 and 6 were the most make a significant contribution for their organization's affective commitment. This means that respondents stay in the organization for a longer period of time due

to a sense of belonging and personal considerations. The lowest level of indicator is number 1, which indicates that their organization is not treated as their own.

Table 3. Level of Employee's Affective Commitment

Indicators	SA	A	N	D	SD	WM	DE
1. I really feel as if this organization's problems are my own	2	9	9	1	1	3.45	A
2. I feel like 'part of my family' at this organization	1	5	10	6	0	3.95	A
3. I feel emotionally attached to this organization	5	11	5	1	0	3.91	A
4. I feel a strong sense of belonging to this organization	7	10	4	1	0	4.05	A
5. I would be very happy to spend the rest of my career in this organization	6	7	7	2	0	3.77	A
6. This organization has a great deal of personal meaning to me	7	10	4	1	0	4.05	A
WEIGHTED MEAN	3.86		Agree (A)				

Legend: 1.00-1.80 Strongly Disagree (SD); 1.81-2.60 – Disagree (D); 2.61-3.40 – Neutral (N); 3.41-4.20 – Agree (A); 4.21-5.00 – Strongly Agree (SA)

Continuance Commitment of the respondents is displayed in Table 4. The indicator that it would be very hard for the employees to leave their organization even if they wanted to is the strongest reason for a continuance in school or work. This means that the respondents viewed leaving jobs as the leading reason why they were staying in their respective

schools/organizations. The lowest level of agreement across all indicators, on the other hand, is the belief that respondents have few options to leave their organization. This implies that employees still stay with their organization despite having several options to work for.

Table 4. Level of Employee's Continuance Commitment

Indicators	SA	A	N	D	SD	WM	DE
1. I believe I have too few options to consider leaving this organization	2	12	7	1	0	3.68	A
2. It would be very hard for me to leave my job at this organization right now even if I wanted to	6	12	4	0	0	4.09	A
3. One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternatives elsewhere	6	8	7	1	0	3.82	SA
4. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice	3	16	3	0	0	4.00	A
5. Right now, staying with the job at this organization is a matter of necessity as much as desire	4	11	7	0	0	3.86	A
6. Too much of my life would be disrupted if I leave my organization	4	10	8	0	0	3.82	A
WEIGHTED MEAN	3.88		Agree (A)				

Legend: 1.00-1.80 Strongly Disagree (SD); 1.81-2.60 – Disagree (D); 2.61-3.40 – Neutral (N); 3.41-4.20 – Agree (A); 4.21-5.00 – Strongly Agree (SA)

Table 5 displays the level of employees' normative commitment. The indicator "I would not leave my organization right now because of my sense of obligation to it" got the highest score. This means that the major reason for wanting to stay in the organization, the normative commitment, is their sense of obligation to the organization. The lowest rated level of normative commitment is indicator 2 (I do not feel any obligation to remain with my organization) at 2.59, which was recorded by the researchers. This suggests that those respondents feel obligated to their organization as they gave a low level of agreement with this indicator.

Researchers cited several reasons that could increase or decrease the continuance commitment [13]. Tenure of service is one of the possible reasons for this, and the respondents' profile for this study shows that more than 50% of the respondents have been in service for more than 6 years. In fact, in addition to TS and VS, there is another parameter that is COD, which has influence is relatively large as the above two parameters. It is often known for its ability to remove COD during the fermentation process. The COD removal was obtained at range 36.4% – 52.38%.

Table 5. Level of Employee's Normative Commitment

Indicators	SA	A	N	D	SD	WM	DE
1. I owe a great deal to this organization	6	11	5	0	0	4.05	A
2. I would not leave my organization right now because of my sense of obligation to it	9	11	2	0	0	4.32	SA
3. I do not feel any obligation to remain with my organization	1	1	10	8	2	2.59	A
4. I would feel guilty if I left this organization now	6	9	7	0	0	3.95	A
5. Even if it were to my advantage, I do not feel it would be right to leave	4	9	8	1	0	3.73	A
6. This organization deserves my loyalty	6	11	4	1	0	4.00	A
WEIGHTED MEAN	3.91		Agree (A)				

Legend: 1.00-1.80 Strongly Disagree (SD); 1.81-2.60 – Disagree (D); 2.61-3.40 – Neutral (N); 3.41-4.20 – Agree (A); 4.21-5.00 – Strongly Agree (SA)

Table 6. Spearman Rank-Order Correlation Between the Respondent's Motivation and the Affective, Continuance, and Normative Commitment

Variable Correlated to Motivation	Value	Sig.	Interpretation
Affective Commitment	.891	.000	Significant
Continuance Commitment	.122	.587	Not Significant
Normative Commitment	.492	.020	Significant

Legend: .90 to 1.00 (-90 to -1.00) – Very High Positive (Negative); .70 to .90 (-.70 to -.90) – High Positive (Negative); .50 to .70 (-.50 to -.70) – Moderate Positive (Negative); .30 to .50 (-.30 to -.50) – Low Positive (Negative); .00 to .30 (.00 to -.30) – Negligible

*Significant at .05 alpha level (2-tailed)

Spearman Rank-Order Correlation was used to test the significant relationship between the respondents' Motivation and the Three-model Commitment. The results of the study are shown in Table 6 which reveals that the affective domain has a very high, positive, and significant relationship with the motivation of the respondents. This means that as the motivation increases the level of affective commitment also increases. It can then be inferred that if the respondents are highly motivated, they are more likely to be emotionally attached (high in the affective domain) to their organization. This confirms the results of the study conducted by researcher where there is also a significant relationship between the motivation and affective commitment of the respondents [14].

Another positive but low correlation was found between the affective commitment and the motivation of the respondents. This too means that as the motivation increases, the normative commitment does too. The same may also be true with normative attachment just like an affective commitment; that is if the respondents are highly motivated, they more willing to remain in their organization. The study conducted by researcher before also yielded the same result [15].

On the other hand, the Spearman rho test revealed that there is no significant relationship between the continuance commitment and the motivation of the respondents. This means that the motivation has nothing to do with the continuance commitment or the perceived costs of leaving the organization. Whether they are highly motivated or not, it does not increase their continuance commitment. A researcher's study also revealed the same result and he even mentioned that it was contrary to the assumption that motivation can increase continuance commitment [16].

4. Conclusion

The paper presents the relationship between the level of motivation and commitment to the organization (school) of public senior high school teachers in Urdaneta City National High School. The result shows that the level of motivation of teachers at work was greatly influenced by the responsibilities they had to do or accomplish and not by the reward or monetary incentives they will be receiving. In the context of organizational commitment, there is a significant relationship between the affective and normative

commitment to the organization with the teacher's motivation. The researchers found that teachers feel a strong sense of belongingness and would not leave the organization because of the sense of obligation they have for the school. These influences their high level of motivation toward the organization. For a more precise discussion about the topic, the researcher recommends the conduct of the study on a much larger scale with more school and teacher-respondents. The data of this paper may be factual but because of the limited scope of the study, it may not represent the real situation of teachers' level of motivation with regards to organizational commitment

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