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## Extent of Teachers Organizational Commitment Among University School Teachers

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### Abstract

*It has been found that teachers' organizational commitment has an impact on their performance and productivity. This study explored the extent of a teacher's organizational commitment among university school teachers. To collect the data for this study, a validated questionnaire was developed. The data collection procedure was done through face-to-face interaction. The researcher and respondents followed the safety protocols during the floating of the questionnaires, which were validated by the respective University schools. Data was gathered from 31 teachers in Mexico. The findings showed that University school teachers face challenges from time to time, particularly in terms of their commitment to school, work, and their colleagues. The research showed that job satisfaction and teachers' organizational commitment are significant. It means a significant relationship exists to the extent of a teacher's organizational commitment and job satisfaction. Continuous commitment has the highest mean value. This study can be utilized as a reference point for more research, particularly in creating intervention plans to better understand the situation of their teachers and educational organizations, as well as the school environment in which teachers feel more comfortable teaching their students. As a result, throughout the current or future epidemic, the educational mission must be maintained and continued, and also emotionally prepared for any natural disasters.*

**Keywords:** *job satisfaction, organizational commitment, affective commitment, normative commitment, continuance commitment*

### Introduction

Due to the global rise in diseases and the unpredictable nature of the ongoing pandemic, new fundamental teaching and learning conditions would need to be formulated and implemented immediately (Esponda Pérez et al., 2023; Varela-Rodríguez et al., 2023). The success of education in the classroom is determined by the teachers. According to Dr. Mei-Lin Chang et al. (2021), COVID-19 has caused widespread concern and stress among P-12 teachers around the world. Teachers had higher levels of stress and emotional labor than other professions before the pandemic. Some teachers want to leave their jobs because of the attitude, emotions, and environment they belong. According to the Learning Policy Institute, about two-thirds of teachers leave their jobs each year not because of retirement, it is because of some reasons such

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as pressures, dissatisfaction with the teaching career, lack of administrative support, and working conditions (Megan Ferren, 2021; Gordillo-Rodriguez et al., 2023). People's emotional, and psychological health and well-being have been affected by the global health COVID-19 pandemic. They are adjusting not only to teaching their students but also to their workplace. Emotional experiences, e.g., burnouts and stress during this pandemic, are very crucial.

According to (Chang et al., 2021; Dharmesh, 2012), the COVID-19 pandemic has increased anxiety and stress for P-12 teachers all around the world. Before the pandemic, teachers experienced higher levels of stress and emotional labor compared to other professions. Some teachers want to leave their jobs because of the attitude, emotions, and environment they belong. According to the Merriam-Webster dictionary, a "commitment" is a promise or agreement to do something in the future. School commitment, Students'/students' commitment, and commitment to the teaching profession are important in creating a good teaching environment. Teaching success is determined by commitment, a value that every professional teacher must embrace. It is a person's promise to themselves to do a task with complete responsibility, care, and dedication.

Organizational commitment is known as employee involvement and dedication to their jobs (Indeed Editorial Team, 2021). It refers to a person's readiness to work toward a common goal. A Teacher who is dedicated to his organization usually feels connected at work, has a sense of belonging, and the feeling that he is fit for his job. Meyer and Allen define organizational commitment as comprised of three elements. These three elements are called 1. Affective commitment is a concept that describes emotional attachment to an organization (Mercurio, 2015; Sharma, 2021). 2. Continuance commitment, Continuance commitment refers to how committed workers feel obliged to continue with their company. Employees who are consistently engaged are committed because they want to stay with the company (Rogier van der Werf, 2020). and 3. Normative commitment, the degree to which employees believe they should stay committed to a specific goal is known as normative commitment (Dr. Annette Towler, 2020). These three elements of organizational commitment have been applied in a variety of studies, including connection studies, direct connections, inverse connections, and causal interconnections (Albet et al. 2021; Kahraman et al., 2019).

Employee job satisfaction refers to employees' feelings about their jobs. This includes enjoyment with team members or superiors, satisfaction with organizational rules, and the impact of employees' jobs on their private lives, in addition to their daily obligations (Chiradeep BasuMallick, 2021). One of the old definitions of job satisfaction described it as an "effective orientation on the part of the individuals towards the work roles which they are presently occupying" (Revenio Jalagat, 2016; Kale, 2019). In today's organizations, job satisfaction has been given more attention since it helps organizations retain trained, experienced and qualified employees (Chih-Cheng et al., 2015). Furthermore, job satisfaction boosts employee motivation, which has a direct impact on job quality and employees' productivity (Aaron et al., 2015). Job satisfaction is important for the researcher to determine the problem of the study. (Izmail et al., 2016; Mondal 2021) according to an examination into the effect of job satisfaction on organizational commitment, job satisfaction is substantially connected with organizational commitment in the studied organizations.

This study was based on Allen and Meyer's 1990's organizational commitment multi-dimension models. This model proposes that employees experienced the Affective, normative, and continuance of organizational commitment are three simultaneous mindsets that comprise organizational commitment.

The study served as a basis for developing a training matrix, design, and content for improving teachers' organizational commitment. The result may also serve as input for the development of an emotional assistance program for teachers. Furthermore, the study provided the data, information, and understanding to strengthen the foundation of commitment to basic education. Teachers, schools, heads of education, and future researchers will benefit from the result of the study.

## **Objectives of the Study**

A research study designed to assess the Organizational commitment of University School Teachers. This research study has the following general and specific objectives. 1) To identify the extent of teachers' organizational commitment. 2) To assess the knowledge, attitude, and practice of University School Teachers. 3) To identify the performance of University School Teachers amidst this pandemic. In essence, the results of this study may specifically guide school administrators in improving their commitment to the organization to create a good environment in their workplace.

## **Methodology**

### **Research Design**

The study employed a quantitative, descriptive, correlational research design, employing the extent of teachers' organizational commitment among university school teachers. According to (Bhandari, 2022; Mondal, 2021), in natural situations, correlational research is useful for effectively collecting data. This helps you to apply your findings to real-world problems in a way that is both internally and externally valid. Drawing and classifying the phenomenon is the goal of descriptive research (Nassaji 2015; Madhuri 2012). The descriptive-survey research design was the most appropriate method in this study because it gathered information on the current profile of the University teachers and the factors that affect their teaching in their new normal situation. Although qualitative research can be utilized for descriptive purposes sometimes, the research methodology must be properly constructed to ensure that the results are reliable and valid. Descriptive research is often considered a type of quantitative research. You can collect large amounts of data with survey research and analyze it for frequencies, averages, and patterns. Product Moment the Pearson  $r$ ,  $r^2$ , and  $p$ -value correlations were used to determine whether there is a significant relationship between teachers' performance and teachers' level of preparedness for distance learning implementation.

### **Respondents and Sampling Procedure**

To address the research study, the respondents of this research are the 31 University Teachers of Mexico. The study only works for a selected group of people that fall within the study's target respondents. Mexico University Schools are the main respondents to the questionnaires about the Extent of teachers' organizational commitment among University School Teachers. These four schools have the same number of teachers to set as respondents.

The researcher used systematic probability random sampling, which includes randomly picking sample members from a larger population with a fixed, periodic interval. When using probability sampling, each item in the population has an equal chance of being included in the sample.

## **Data Gathering Instrument**

A standardized survey questionnaire was utilized to collect data, and it was developed from the present situation that University school teachers are experiencing. The researcher used the rating scale as a guide in analyzing the extent of teachers. It will be validated through the use of 31 targeted respondents. To get the data needed, the researcher made a questionnaire with four parts. Part 1 dealt with the profile of the respondents. Part 2 is the tool to determine the extent of the respondents. Part 3 focuses on the respondents' readiness in the modular learning modality. Part 4 is the level of satisfaction of the respondents in their job. The questionnaire is both valid and reliable because it is accurately measured and focuses on the current situation. To remove bias and convenience in the statistical analysis of the data, the researcher transformed the tools used to measure organizational commitment and the level of satisfaction of university teachers into a 5-point rating scale.

## **Data Gathering Procedure**

The mode of data gathering was a face-to-face survey using printed questionnaires. The respondents were contacted by the researcher by phone call, requesting they come to their school to fill out questionnaires. Following safety, protocols are needed, like wearing a facemask and face shield during the distribution of questionnaires.

## **Statistical Treatment**

To investigate the teacher's success variables, the researcher employed the following data analysis methods. The mean, weighted mean, and standard deviation were used to quantify the variables, while the frequency and percentage were also used to assess the respondents' characteristics. The researcher used the rating scale as a guide in determining the extent of teachers' OC.

## **Results and Discussion**

### **Teacher's Profile**

This table presents the profile characteristics of the respondents. It shows that the majority of the respondents are female, with 82% ( $f = 25$ ), and with 18% of male respondents ( $f = 6$ ), it appears that females dominate the teaching profession.

Respondents' ages ranged from 26 to 54, with considerably higher numbers in the lower age brackets (26-34, 35-44, and 45-54), which represented 7 (23 percent), 13 (42 percent), 10 (32 percent), and 1 (3%), respectively. The findings of this study showed that the majority of the respondents ( $f = 27$ , or 87%) were married and living with their spouses. The population's age was relatively favorable; they couldn't be too old or too young. As a result, I can conclude that these were people who could easily adapt to their working environments and cope with the changes brought on by the current educational system.

The majority of studies show a positive relationship between education and people's knowledge and practices. The majority of them are master's degree graduates, with a percentage of 58% ( $f = 18$ ). It appears here that most of the teachers are mere bachelor's degree holders with master's degrees. New graduates usually start in the Teacher 1 position. In this table, the majority of the teachers are Teachers III, with a percentage of 61% ( $f = 19$ ).

Teachers who continued with the organization for 0–5 years accounted for 28% ( $f = 9$ ) of the total. 26% ( $f = 8$ ) of the employees had been with the firm for six to ten years. 10% ( $f = 3$ ) of

the teachers had been at the school for 11 to 15 years. 23% (f = 3) of the teachers had been at the school for 16–20 years. There were 23% (f = 7) who had been in the profession for 21–25 years. There were 3% (f = 1) of teachers who had worked at the organization for 25–30 years.

The effectiveness of training is important so that teachers can implement what they've taught in the classroom. It is shown here that 3% (f = 1) went to division training and 3% (f = 1) went to regional training. 23% (f = 7) of the respondents attended national training, and the majority of the respondents attended international training at a rate of 71% (f = 22).

A school without teachers is useless, just like a teacher without students is worthless. It shows in Table 1 that most of the teachers have 11–20 students with a 42% (f = 13) rate, 26% (f = 8) have 21–30 students, 23% (f = 7) have 0–10 students, and 6% (f = 2) have 31–40 students, and 3% (f = 1) have 41–50 students.

**Table 1** Profile of the Respondents.

Profile Variables	Categories	Frequency (n=31)	Percentage
Sex	Male	6	18%
	Female	25	82%
Age	26-34	7	23%
	35-44	13	42%
	45-54	10	32%
	55-64	1	3%
	Single	2	7%
Civil Status	Married	27	87%
	Divorced/Annuled	1	3%
	Widowed	1	3%
	Bachelor's Degree	12	39%
Educational Attainment	Master's Degree	18	58%
	Doctorate	1	3%
Faculty Rank	Teacher I	6	20%
	Teacher II	1	3%
	Teacher III	19	61%
	Master Teacher I	1	3%
	Head Teacher I-VI	4	13%
Length of Service	0-5 years	9	28%
	6-10 years	8	26%
	11-15 years	3	10%
	16-20 years	3	10%
	21-25 years	7	23%
	25-30 years	1	3%
Trainings Attended	Division	1	3%
	Regional	1	3%
	National	7	23%
	International	22	71%
Class Size	0-10 students	7	23%
	11-20 students	13	42%
	21-30 students	8	26%
	31-40 students	2	6%
	41-50	1	3%

It shows here the assessment of the University school teachers on their affective organizational commitment. Since some of the statements here are not positive, the data reveals that University school teachers have a moderate extent of affective commitment to their organization, as evidenced by the average mean of 3.32 (SD = 0.39).

A closer look at the table shows that the statement "I would be very happy to spend the rest of my career with this school" was assessed to have the highest mean of 4.81 (SD = 0.35). This implies that University school teachers are happy and content in their workplace. When you feel comfortable in your organization, it will be a good starting point for your work. Culibrk, Delic, Mitrovic and Culibrk (2018) found that job satisfaction has a positive impact on organizational commitment. In this relationship, work involvement serves as a partial mediator. Lambert, Qureshi, Frank, Klahm, and Smith (2018), found that job satisfaction and affective commitment had a linear, moderate, and significant relationship.

The statement "I don't feel the sense of belonging to my school" was assessed to have the lowest mean of 2.06 (sd = 0.93). The statement "I don't feel a sense of belonging to my school" was rated as the lowest mean of 2.06 (sd = 0.93). The respondents felt that they belonged to their organization. Research has shown that loss of belonging has been related to stress, disease, decreased well-being, and depression. It's easy to feel lost and alone without a sense of belonging, which is a dangerous place to be in this big world, especially for our children. (Sally Boardman, 2020; Hermina et al., 2022)

**Table 2** Affective Commitment.

Statements	Mean	Std. Deviation	Descriptive Interpretation
Affective Commitment			
I would be delighted to spend the rest of my professional life at this school.	4.81	0.40	Very High Extent
I enjoy talking about my school with the people outside.	4.48	0.77	Very High Extent
I truly believe that the problems at this school are my own.	3.81	1.08	High Extent
I believe I could easily become attached to another school in the same way that I am to this one.	3.71	0.94	High Extent
At my school, I don't feel like I'm a part of the family.	2.10	1.19	Low Extent
This school would take unfair advantage of me if given the chance.	2.32	1.05	Low Extent
This school has no emotional attachment for me.	2.10	1.04	Low Extent
This school holds a special place in my heart.	4.45	0.81	Very High Extent
My school does not give me a strong sense of belonging.	2.06	0.93	Low Extent
Average (Affective Commitment)	3.32	0.39	Moderate

**Legend:** 4.20-5.00: Almost Always/ Very High Extent

3.40-4.19: Frequently/ High Extent

2.60-3.39 Sometimes/ Moderate

1.80- 2.59: Seldom/ Low Extent

1.79: Almost Never/ Very Low Extent

**Table 3** Continuance Commitment.

Continuance Commitment	Mean	Std. Deviation	Descriptive Interpretation
I'm not worried about what might happen if I left my job without a backup plan.	2.87	1.26	Moderate
Even if I wanted to, it would be difficult for me to leave my job right now.	3.58	1.20	High Extent
If I decided to leave my job right now, it would disrupt far too much of my life.	3.26	1.18	Moderate
Staying at my current job serves a purpose right now.	4.19	0.95	High Extent
Keeping my job is currently a matter of desire.	4.48	0.72	Very High Extent
If I leave my job, I believe I will have too few options.	2.94	0.96	Moderate
The scarcity of potential alternatives would be one of the few major disadvantages of leaving this job.	3.39	0.84	Moderate
One of the main reasons I keep working is that leaving would require a significant personal sacrifice. Another job would not offer the same overall benefits as this one.	3.81	0.79	High Extent
Average (Continuance Commitment)	3.56	0.53	High Extent

**Legend:** 4.20-5.00: Almost Always/ Very High Extent

3.40-4.19: Frequently/ High Extent

2.60-3.39 Sometimes/ Moderate

1.80- 2.59: Seldom/ Low Extent

1.79: Almost Never/ Very Low Extent

Table 3 shows the descriptive statistics of the University teachers on their continued organizational commitment. The data reveals that University school teachers have a high degree of continuance commitment in their organization, as evidenced by the average mean of 3.56 (SD = 0.53). This means that when it comes to leaving their jobs, University school teachers in Mexico weighs the pros and cons.

A closer look at the table shows that the statement "Right now, staying in my job is a matter of desire" was assessed to have the highest mean of 4.48 (SD = 0.72). This implies that University school teachers have strong feelings about their job. They want their job and they are satisfied with the benefits they get. According to (Sharma and Sinha, 2015, Singh & Singh, 2019), Workers are more likely to stay with the same company for financial and non-financial reasons. Pensions are one type of financial effect, but there are also non-financial effects, such as good working relationships. As a result, the employee cannot afford to leave the company due to these costs. The length of time a person has worked for an organization creates the idea that they will lose the benefits they have earned as a result of their time there, and look for work elsewhere.



**Table 4:** Normative Commitment.

Normative Commitment	Mean	Std. Deviation	Descriptive Interpretation
I believe that individuals nowadays change jobs far too frequently.	3.45	0.62	High Extent
I don't believe that a teacher must always be faithful to their profession	2.32	1.30	Low Extent
One of the key reasons I continue to teach is that I believe in the importance of loyalty and hence have a moral commitment to do so.	4.45	0.62	Very High Extent
Even if I had a better job offer elsewhere, I would not find it reasonable to leave my job as a teacher.	3.90	1.14	High Extent
Average (Normative Commitment)	3.53	0.49	High Extent

**Legend:** 4.20-5.00: Almost Always/ Very High Extent

3.40-4.19: Frequently/ High Extent

2.60-3.39 Sometimes/ Moderate

1.80- 2.59: Seldom/ Low Extent

1.79: Almost Never/ Very Low Extent

Table 4 This table shows the University teachers' normative commitment to the organization. The data reveals that University school teachers rated a high extent of normative commitment to their job, as evidenced by the average mean of 3.53 (SD = 0.49). They believe that loyalty is important and think that they need to fulfill their obligations.

A closer look at the table shows that the statement "One of the major reasons I continue to teach is that I believe that loyalty is important and, therefore, I feel a sense of moral obligation to remain" was assessed to have the highest mean of 4.45 (SD = 0.62). This implies that University school teachers think that even if they don't enjoy it or get fewer rewards than other options, staying with the organization is an obligation and an ethical norm.

Table 5 shows the assessment of the University teachers on their level of satisfaction despite this COVID-19 pandemic. The Cambridge dictionary defines satisfaction as a "pleasing feeling that you get when you receive something you wanted, or when you have done something, you wanted to do." The data reveals that University school teachers have a high extent of satisfaction in their job, as evidenced by the average mean of 4.01 (SD = 0.42). Employee behaviors in the institutions where they work can determine job satisfaction, and this has a tight relationship with employee relations with employers and coworkers. In industrial organizations, job satisfaction is important, and it should be guided by the need to improve employee work satisfaction. (Soleimani et al., 2011).

A closer look at the table shows that the statement "I am satisfied with the freedom granted to me in accomplishing my work." was assessed to have the highest mean of 4.74 (SD = 0.51). This implies that University school teachers are satisfied with the freedom granted to them in accomplishing their work because they had more than enough time to finish their work. Despite this pandemic, University school teachers are motivated to teach their learners.



**Table 5.** Respondents' Level of Satisfaction.

Level of Satisfaction	Mean	Std. Deviation	Descriptive Interpretation
I am comfortable in using the modular distance learning modality.	4.00	0.93	High Extent
I am happy with the consistent salary and benefits despite this pandemic	4.55	0.68	Very High Extent
I am provided with health care enough for my hospitalization.	3.90	0.87	High Extent
I am not satisfied with no face-to-face interaction with my students.	3.77	0.99	High Extent
I am tired of printing and checking the modules of my students.	3.45	1.23	High Extent
I am not happy with this learning modality.	3.52	0.89	High Extent
I am not satisfied with my work being a teacher during this pandemic.	3.16	1.37	Moderate
I love visiting my students at home.	4.23	0.67	Very High Extent
Even in the midst of the pandemic, I enjoy my job as a teacher.	4.71	0.53	Very High Extent
Even with this type of learning method, my job allows me to highlight my qualities and capabilities.	4.68	0.54	Very High Extent
I am pleased with the freedom I have in carrying out my duties.	4.74	0.51	Very High Extent
My current job allows me to work at a school without having to deal with students.	4.23	0.67	Very High Extent
I enjoy doing my work as a teacher in distance learning modality.	4.23	0.96	Very High Extent
My work creates opportunities to serve mankind.	4.42	0.85	Very High Extent
I regret my decision to choose this career path.	2.58	1.63	Moderate
Average	4.01	0.42	High Extent

**Legend:** 4.20-5.00: Almost Always/ Very High Extent

3.40-4.19: Frequently/ High Extent

2.60-3.39 Sometimes/ Moderate

1.80- 2.59: Seldom/ Low Extent

1.79: Almost Never/ Very Low Extent

**Table 6.** Organizational Commitment and Job Satisfaction.

Variables	Mean	R	R <sup>2</sup>	p-value
Job Satisfaction	4.01			
Organizational commitment	3.47	0.462	0.213	0.0089*

\*=significant at 0.05 level; ns= not significant at 0.05 level Note: all other variables are not significant.

Table 6. It shows here the relationship between job satisfaction and organizational commitment among teachers. There is a significant relationship between the two variables ( $p = 0.0089$ ) as explained by the values of  $R^2 = 0.212$  and  $R = 0.46$ . Job satisfaction of teachers in an organization is an important factor for them to perform better and achieve their goals. Based on the study's findings, the researcher can conclude that there is a positive significant relationship between OC and job satisfaction, which is consistent with the findings of similar studies like N. Sheyhzakaryaie and Farahmand Feghi (Hedayat et. al 2018). The researcher found that organizational commitment is an important factor in determining whether people are satisfied with their job. The results show that University teachers' organizational commitment increases due to increasing job satisfaction.

Table 7 presents the teachers' organizational commitment and the satisfaction of university school teachers through their jobs amidst the COVID-19 pandemic. Affective commitment has a 3.32 mean (sd = 0.39) with a descriptive value of moderate; continuance commitment has a 3.56 mean (sd = 0.53) with a descriptive value of high extent; and normative commitment has a 3.53 mean (sd = 0.49) with a descriptive value of high extent. Here in the table, the continuance commitment has the highest value of the mean. According to Gomendio (2017), excellent work quality is the result of teachers' dedication, which is essential because commitment requires serious concentration from the teacher.

**Table 7** Teacher's Organizational Commitment.

Variables	Mean (n=31)	Std. Deviation	Descriptive Value
Affective Commitment	3.32	0.39	Moderate
Continuance Commitment	3.56	0.53	High Extent
Normative Commitment	3.53	0.49	High Extent

**Table 8** Teacher's Level of Satisfaction on Modular Learning Modality.

Survey	Mean	Std. Deviation	Descriptive Value
Level of Satisfaction	3.32	0.39	Moderate

In this table, the teacher's level of satisfaction has been assessed as very high, as evidenced by the mean of 3.32 (sd = 0.39). This means that most of the respondents are satisfied with their job despite this pandemic. Research has indicated that teachers are most likely to be satisfied when they are provided with flexibility in what, how, when, and where they teach (Velasquez, Graham, & Osguthorpe, 2013).

### What Intervention Plan can be Proposed based on the Findings of The Study?

#### Objectives

- To create a good working environment for teachers.
- To reduce the dissatisfactions of Teachers

Action	Resources/ Materials	Responsible
They should create an "open forum" board. Teachers will write their feelings, emotions and experiences every school day.	Wooden Bulletin Board. Infront of the Head/Principal office.	School Head, Pricipal, Tachers
Create an engaging activity after the flag Ceremony.	Music, Dancers (Teachers)	School Head, Principal
Monitor the teachers before their class ends.	Note Pad	School Head, Principal
Talk to them and ask them about their physical and emotional needs.	Short video about emotional and physical connection.	School Head, Principal
Create working conditions that allow teachers to see themselves as having a high degree of competence and having a high sense of status and self-esteem.	School Head, Principal	
You need to understand that teachers' thoughts and opinions about their schools, as well as their willingness to attain opportunities for professional development, are helpful to the organization.	School Head, Principal	

## Conclusions

This study primarily investigated the Extent of Teachers' Organizational Commitment among University School Teachers during the COVID-19 Pandemic. This pandemic inspired us to become motivated in any way possible because if we don't, we won't be able to feel satisfied in our lives. The study found that teachers in Mexico University School are highly committed to their jobs despite this pandemic. The findings revealed that Job satisfaction and Teachers' organizational Commitment are significant ( $p=0.0089$ ) as explained by the value of  $R^2=0.213$  and  $R=0.462$ . This means that the Organizational Commitment of University teachers is a response to the Teachers' Job Satisfaction. This shows that a teacher who is committed to their job, their level of satisfaction affects their performance in an organization. University teachers in AES, CES, CES, and TES were all affected when the pandemic started. Continuance commitment has the highest mean with a 3.53 mean ( $sd = 0.49$ ). The result shows that Teachers in AES, CES, CES, and TES are experiencing fear of losing their jobs because of the attachment to the organization and the benefits they can get. The University Teachers considered the pros and cons of leaving their jobs during this pandemic.

## Recommendations

The study about the extent of university school teachers' OC is important in determining the affected numbers of teachers' organizational commitment during this pandemic time. The Head of the School Department should focus on the findings and intervention plan to determine the needs of the teachers. Likewise, teachers should follow the proposed intervention plan for them to practice positive attitudes in the organization. Teachers should be encouraged by the school head/principal to attend seminars and training about managing emotions, positive relationships, and positive practices in the workplace. This study only limits its scope to the Extent of Teachers' Organizational Commitment. The researcher limits the number of respondents because of the protocols that need to follow to avoid the contamination of the COVID-19 virus. For future researchers, the current study's limitations and future research directions studies should be conducted with larger numbers of respondents to find the extent of University School Teachers' organizational commitment.

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