



Work Commitment, Motivation, and Job Satisfaction On the Quality of Life of Teachers

LEAL, Jonathan P. ⁽¹⁾; Baniel, Marlene B. ⁽²⁾

(1)  0009-0005-6751-5505; Filamer Christian University. Roxas City, Capiz, Philippines. jpleal418@gmail.com.

(2)  0009-0001-9467-6532; Filamer Christian University. Roxas City, Capiz, Philippines. collegeofteachereduc.fcu@gmail.com.

The content expressed in this article is the sole responsibility of its authors.

ABSTRACT

One of the many challenges the institution has to face is to keep the teachers stay or remain in school organizations. This mixed-method research aimed to determine the work commitment, motivation, and job satisfaction on the quality of life of teachers. The participants were one-hundred eighteen (118) teachers. Data were collected using the researcher-made and standardized questionnaires and focus group interview. The independent variables in the study were the work commitment, motivation, and job satisfaction while the dependent variable was the quality of life of teachers. The findings revealed that the level of work commitment was high. The level of work motivation was high. The level of job satisfaction was high. The level of quality of life was good. The daily leisure, physical health, psychological well-being, social relations were good while the salary was fair. There was a significant difference in the quality of life based on the work commitment, motivation, and job satisfaction of teachers. There was a positive, strong association, and significant relationship among work commitment, motivation, job satisfaction, and quality of life of teachers. The study concluded that the teachers who are more fulfilled in their work have stronger attachment to their job, colleagues, and school.

RESUME

Um dos muitos desafios que a instituição enfrenta é fazer com que os professores permaneçam ou permaneçam nas organizações escolares. Esta pesquisa de método misto teve como objetivo determinar o comprometimento, a motivação e a satisfação no trabalho na qualidade de vida dos professores. Os participantes foram cento e dezoito (118) professores. Os dados foram coletados por meio de questionários padronizados e elaborados pelo pesquisador e entrevista em grupo focal. As variáveis independentes do estudo foram o comprometimento com o trabalho, a motivação e a satisfação no trabalho, enquanto a variável dependente foi a qualidade de vida dos professores. Os resultados revelaram que o nível de comprometimento com o trabalho era alto. O nível de motivação no trabalho era alto. O nível de satisfação no trabalho era alto. O nível de qualidade de vida era bom. O lazer diário, a saúde física, o bem-estar psicológico, as relações sociais eram boas enquanto o salário era justo. Houve diferença significativa na qualidade de vida com base no comprometimento com o trabalho, motivação e satisfação profissional dos professores. Houve associação positiva, forte e significativa entre comprometimento com o trabalho, motivação, satisfação no trabalho e qualidade de vida dos professores. O estudo concluiu que os professores que estão mais realizados no seu trabalho têm um apego mais forte ao seu trabalho, aos colegas e à escola.

ARTICLE INFORMATION

Article process:

Submitted: 01/31/2024

Approved: 03/30/2024

Published: 04/06/2024



Keywords:

Job satisfaction, motivation, quality of life, work commitment

Keywords:

Satisfação no trabalho, motivação, qualidade de vida, comprometimento com o trabalho

Introduction

The teachers are of vital importance for the quality and excellence of the schools. But because of the rapid changes and accelerated development in the field of education teachers are confronted with uncertainties and complexities. Hence, some initiatives are developed to strengthen the quality of life of teachers. This is one of the many challenges the institution has to face in keeping the teachers stay or remain in school organizations.

According to Rejeski and Mihalko (cited in Karimi, 2016), quality of life is a conscious cognitive judgment of satisfaction with one's life and an individuals' perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns.

The quality of life of teachers can be observed and manifested in various ways. One of them is their work commitment. Work commitment is seen as being constructed of a person's adherence to work ethic, commitment to a career/profession, job involvement, and organizational commitment (Redmond and Carter, 2015). All of these attitudes interact to shape the conceptual framework of each individual's work commitment.

Research study performed in a university setting where quality of life was evaluated in relation to work commitment found that the higher the education level the lower the organizational commitment, they wanted to evaluate other factors that may raise employees' attachments. The research found as well that the work commitment was high at the university and upon evaluating the survey responses also found that the quality of life constructs was high as well (Sayyadi and Sarvtamin, 2011).

Work commitment is an extremely important concern for schools to understand. The level to which teachers engage in their work (job involvement), commit to and believe in the school's goals and purpose (organizational commitment), desire to work (work ethic), and commit to a specific career or profession can all have an impact on the school organizations (Stirling, 2008).

In the school characteristics, work motivation of teachers is related to the commitment formation. It is said that work motivation refers to the psychological strength of a certain individual, which determines his behavior in an organization, level of efforts and persistence in overcoming the problems, as well as self-determination towards the dimension of their works (Oluseyi and Ayo, 2009).

Attitudes of teachers at work, such as work satisfaction, serve as the component that affects the commitment towards the job and is significantly correlated with organizational commitment. Employees (teachers) who are highly satisfied tend to have more concern with the organization and tend to be fully committed to the organization. Therefore, the organization, in which the employees are highly satisfied, is likely to improve their achievement and productivity (Gunlu, Mehmed, and Percin, 2010).

Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Kaliski, 2007).

Job satisfaction is under the influence of a series of factors such as the nature of work, salary, advancement opportunities, management, work groups and work conditions (Aziri, 2011). According to Tuhumena (cited in Tentama and Pranungsari, 2016) less satisfied employees may lead to delays and absenteeism and thus hold back the organization's production process. The level of work satisfaction affects the rate of turnover, absenteeism, working group activities, and working perception, and thereby indicates the level of organizational commitment and affects the quality of life.

Because of the impact of the constant demands that are made on teachers to produce better results and aim for higher educational objectives, investigations as to the experience of teachers in respect of their work situation have become increasingly necessary. Although no or limited research has been done on the quality of life amongst teachers in the school context, in this regard, this study is conducted to provide background information to enhance the quality of life of teachers, thereby improving work commitment, motivation, and job satisfaction.

This study was anchored on the Self-Determination Theory (SDT) of Ryan and Deci (2017). The theory provides that human beings like the teachers are inherently proactive, that they have the potential to act on and master both the inner forces (viz., their drives and emotions) and the external (i.e., environmental) forces they encounter, rather than being passively controlled by those forces. The teachers have an inherent tendency towards growth, development, and integrated functioning. They are not mere products of social learning or programming but instead are oriented toward development and health and toward engaging their inner and outer environments in ways that promote these positive processes and outcomes.

The purpose of this study was to determine the work commitment, motivation, and job satisfaction on the quality of life of teachers of Filamer Christian University for the school year 2019-2020. The study intended to answer the following questions: 1. What is the level of work commitment of teachers as an entire group and in terms of work ethic, professional commitment, job involvement, and organizational commitment? 2. What is the level of work motivation of teachers as an entire group and in terms of physiological, safety, social, esteem, and actualization needs? 3. What is the level of job satisfaction of teachers as an entire group and in terms of leadership, motivation, rewards (wages and benefits), expectations, job organization, and work environment? 4. What is the level of quality of life of teachers as an entire group and in terms of activities of daily leisure, physical health, psychological well-being, salary, and social relations? 5. Are there significant differences in the quality of life of teachers

based on work commitment, motivation, and job satisfaction? And 6. Are there significant relationships among work commitment, motivation, job satisfaction, and quality of life of teachers?

Methodology

This utilized the mixed-method in research. In this research method, the quantitative design used the survey-correlational method, while the qualitative design employed the focus group interview to draw upon the teachers their attitudes, feelings, beliefs, experiences, and views in a way to describe the quality of life in relation to their work commitment, motivation, and job satisfaction. The respondents were one-hundred eighteen (118) teachers. Data were collected using the work commitment questionnaire adopted from Redmond and Carter, (2015), job satisfaction questionnaire adopted from Salanova and Kirmanen (2010), and researcher-made work motivation and quality of life questionnaires, and the focus group interview guide. The independent variables were the work commitment, motivation, and job satisfaction while the dependent variable was the quality of life of teachers. The statistical tools that were used in analyzing and interpreting the data were frequency count, mean, standard deviation, Analysis of Variance (ANOVA), and Pearson r. The level of significance was set at 0.05 alpha.

Results and Discussion

Level of Work Commitment

Data show that generally the level of work commitment is high ($M = 3.72$, $SD = .61$). It shows that the work ethic ($M = 3.73$, $SD = .65$), professional commitment ($M = 3.62$, $SD = .68$), job involvement ($M = 3.71$, $SD = .71$), and organizational commitment ($M = 3.81$, $SD = .71$) are high. This indicates that the teachers are committed to work and serve the school.

Table 1
Mean and Standard Deviation of Work Commitment

Category	Mean	Description	SD
Work Commitment	3.72	High	.61
Work Ethic	3.73	High	.65
Professional Commitment	3.62	High	.68
Job Involvement	3.71	High	.71
Organizational Commitment	3.81	High	.71

Note Interval. 4.21–5.00: Very High, 3.41–4.20: High, 2.61–3.40: Moderate, 1.81–2.60: Low, and 1.00–1.80: Very Low

The work commitment of the teachers is high. The teachers are generally investing more time and energy to keep involved in the school. They have a high sense of responsibility

in achieving the vision, mission, and goals of the institutions. The teachers with high levels of organizational commitment tend to exert considerable effort on behalf of their schools and to express high levels of attachment to their schools as formal organizations (Ni, 2017). In the Focus Groups Interview (FGI), the teachers explained that they are committed to their work. It is because working in school is a vocation and personal mission. They love teaching, the camaraderie, and the familial atmosphere. They feel that it is a calling from God to serve the school and they can make a difference in the lives of the students.

I₁: I am committed. I consider my work as a vocation and my personal mission.

I₃: The camaraderie and the familial atmosphere.

I₅: I work in FCU because of God's calling to me to work in this ministry

I₉: Yes, I am committed. I believe I can make a difference in the lives of the students.

The work ethic is high. The teachers are usually determined and persevering to finish their daily tasks and go above and beyond. They believe that their work ethic is meaningful and they believe that their hard work is essential in the workplace. The teachers and employees who have a strong work ethic place a high value on their professional success (Herrity, 2022).

The professional commitment is high. The teachers are typically willing to promote student accomplishment, enhance teaching profession, and establish an effective learning environment to allow students to reach their goals. They are committed teachers who devote themselves to their students, school and teaching profession. This is supported by the contentions of Cairo (2019) that professional commitment is an attitude that someone has towards her job.

The job involvement is high. The teachers are normally passionate and love their profession. They are mostly responsible to explore constantly new ways of teaching to develop learning experiences of students. They provide students innovative instructional strategies that can lead to better achievement. The committed teachers always seek for continuous professional development. It is believed that teachers who have commitment to their profession work collaboratively with other teachers to nurture the learning of the students (Altun, 2017).

The organizational commitment is high. The teachers are customarily attached to the schools. They are very often affiliated with the school they work for and they invest their time and energy in supporting the school. It is because they want to participate, contribute, and build strong relationships with the school.

Level of Work Motivation

The result shows that in its entirety the level of work motivation is high ($M = 3.48$, $SD = .57$). Data show that the physiological ($M = 3.50$, $SD = .77$) safety ($M = 3.42$, $SD = .62$), social ($M = 3.48$, $SD = .62$), esteem ($M = 3.49$, $SD = .66$), and actualization needs ($M = 3.55$, $SD = .57$) are high. This manifests that the teachers give their effort to enhance the quality of work in school.

Table 2
Mean and Standard Deviation of Work Motivation

Category	Mean	Description	SD
Work Motivation	3.48	High	.57
Physiological	3.50	High	.77
Safety	3.42	High	.62
Social	3.48	High	.62
Esteem	3.49	High	.66
Actualization	3.55	High	.57

Note Interval. 4.21–5.00: Very High, 3.41–4.20: High, 2.61–3.40: Moderate, 1.81–2.60: Low, and 1.00–1.80: Very Low

The work motivation of the teachers is high. This shows that most of the teachers are willing to make an effort in one's work. This means that very often they have the drive to exert and maintain an effort towards the attainment of school goals. The motivation and satisfaction of teachers are vital to play their role in schools effectively. The work motivation increases the productivity of an employee (Arachchi and Edirisinghe, 2011).

The physiological needs of the teachers are high. The teachers are consistently working from their own will in relation to the different activities they do without the need of external pressure. They do this because they are competent and efficacious. This affirms that the teacher's work motivation is the internal and external factors that stimulate desire or energy in teaching to be continuously interested and committed to make their best effort to support students' learning goals (Richardson, 2014). The discussants pointed out that they are motivated because of the sense of fulfillment, touching the lives of colleagues and students, and the opportunity to continue the mission of the school. They think that what they are doing is for the overall good of the students, teachers, and schools.

I₇: One of my motivations is my sense of fulfilment with my work. This gives me the opportunity to touch and influence the lives of my colleagues and students. Another is an opportunity to be a part in perpetuating the mission of Filamer left behind by the founders.

I₁₀: What I am doing is something valuable and contributing to the overall good of the students and the school.

The safety needs of the teachers are high. The teachers are secured and satisfied with the school environment. This means that most of the teachers have a gratifying feeling that the learning environment in school is safe, orderly, conducive, and effective for learning. The result supports the findings of Aina (2014) that teachers, students, and stakeholders who come to schools with adequate facilities for learning were much happier than those who do not have such opportunity.

The social needs of the teachers are high. The teachers are satisfied with the kind of relationships existing in the school. This means that most of the time the teachers are respecting and valuing each other. They know how to build strong, supportive relationships with students, colleagues, and parents. The result is supported by the findings of Ross (2022) that when the sense of significance (social need) is fulfilled, employees (i.e. teachers) experience a high degree of subjective well-being, feel a strong sense of identity, belonging, interpersonal connection, social support, and maintain the sense that their efforts are contributing to a cause beyond them.

The esteem needs of the teachers are high. The teachers value their life, work, people, and school. This means they are satisfied and motivated to work in school because they value others, the good relationships, and the work itself. This makes them feel good and work better because they are cared, respected, and valued. In school, they find that self-esteem is very important because it has a great impact on teachers' and students' cognition, motivation to do things, emotion and behavioral attitudes (Baumeister, Campbell, Krueger, and Vohs, 2013).

Similarly, the actualization needs are high. The teachers have customarily realized and fulfilled their mission in school. This means that it becomes apparent that most of the teachers have grown, developed, and fulfilled in the practice of their profession. The result supports the findings of Farimani (2020) that when people (i.e. teachers) have reached the concept of self-actualization, they can function within an environment of greatest challenge where full human capacity is required and where failures provide learning experience as a purpose of meeting all needs. The discussants explained that they are inspired, contributed for the betterment of the university, and fulfilled the purpose of teaching and ministry. They look at their work as a way of extending help to people, an opportunity to grow, and share spiritual knowledge to all.

I₅: I keep on inspiring myself through learning every day.

I₇: I stay motivated so that I can contribute to the betterment of this university.

I₈: I consider it as a way of extending help to the young people.

I₁₀: It is an opportunity to grow in spiritual knowledge among colleagues.

Level of Job Satisfaction

Data show that the level of job satisfaction ($M = 3.88$, $SD = .66$) is high. Data further show that the leadership ($M = 3.96$, $SD = .73$), motivation ($M = 4.03$, $SD = .64$), rewards (wages and benefits) ($M = 3.67$, $SD = .81$), expectations ($M = 3.85$, $SD = .70$), job organization ($M =$

3.96, SD = .79), and work environment (M = 3.88, SD = .79) are high. This expresses that the teachers are content in school.

Table 3
Mean and Standard Deviation of Job Satisfaction

Category	Mean	Description	SD
Job Satisfaction	3.88	High	.66
Leadership	3.96	High	.73
Motivation	4.03	High	.64
Rewards	3.67	High	.81
Expectations	3.85	High	.70
Job Organization	3.96	High	.79
Work Environment	3.88	High	.79

Note Interval. 4.21–5.00: Very High, 3.41–4.20: High, 2.61–3.40: Moderate, 1.81–2.60: Low, and 1.00–1.80: Very Low

The job satisfaction is high. The teachers are content with the nature of their work and the working environment. This means that most of the teachers are satisfied with the higher instructional quality and better learning support for the students and academic community. It satisfies that the importance of working conditions in schools is not only for teacher motivation, effectiveness and job satisfaction but also for student opportunities to learn (Bascia and Rottmann, 2011).

The leadership is high. The teachers are satisfied with how the school influences their lives. This shows that most of the teachers have acknowledged the significance of the administration in helping them improve their professional life and creating a school culture of continuous improvement for themselves, their colleagues, and their students. This affirms the findings of School of Education (2019) that leadership in school is led by example in the way they act, speak, and behave. They lead their students through challenging activities and rigorous learning.

The motivation is high. The teachers are satisfied with their effort and persistence in teaching. This indicates that most of the teachers are willing to enhance teaching effectiveness, achieve school goals, and attain self-fulfillment. The result supports the findings of Dornyei and Ushioda (2011) that teacher motivation is based on the motivation to teach and the motivation to remain in the profession.

The reward is high. The teachers are satisfied with the incentives and benefits provided by the school to reinforce their behavior and performance. This increases collegiality between the teachers and administration. This means that most of the teachers have received the reward and have recognized the efficiency and quality of their work. This affirms that teachers sometimes need a bit of motivation. Motivating and rewarding teachers is necessary to

prevent burnout and encourage excitement in the classroom, but rewards do not have to be about money (Contributor, 2021).

The teacher-interviews supplemented this contention. They pointed out that they are indebted because the school provides them a second home, to grow and develop them professionally. The school gives them a sense of direction in life and career and allows them to develop trust, appreciation, respect, good communication, and fairness.

I₁: I owe a lot to Filamer for my growth and development as a person and as a professional.

I₂: I want to work at Filamer because it is my second home.

I₃: It gives me a sense of purpose and satisfaction.

I₉: I am satisfied with the working environment and relationship at my workplace because of the following reasons: It develops trust with my colleagues. Maintains consistent communication. Shows appreciation and respect for others. Fairness – involves in particular promoting equality and non-discrimination and avoiding favoritism.

The expectation is high. The teachers are content with the plan and development of the schools. This means that most of the teachers believe that the school has a clear policy and procedure that affects their life positively. In other words, the teachers have high expectations that the school will continually support their professional life and find ways to augment their needs.

The job organization is high. The teachers are satisfied with the organization of work in school. This means that most of the teachers are maintaining order in the classroom, optimizing learning opportunities for their students, and achieving the goals of the school. This indicates that they are increasingly contributing to the efficiency, effectiveness, and productivity of the school. The result affirms the findings of International Labor Organizations (2020) that teachers have been expected to fulfill educational goals and objectives despite inadequate or even inappropriate conditions for learning and teaching.

The work environment is high. The teachers are pleased with the atmosphere and ambiance of the school. This means that most of the teachers are able to cope with classroom realities, challenges, and adjust to school environments. The working environment of teachers is extremely important to them and, ultimately, to their students; teachers are more satisfied and intend to stay longer in schools with a positive work environment, regardless of the student demographic characteristics of the school (Johnson, Kraft, and Papay, 2012).

Level of Quality of Life

The level of quality of life (M = 3.68, SD = .45) is good. Data further show that the daily leisure (M = 3.63, SD = .75), physical health (M = 3.87, SD = .65), psychological well-being (M

= 3.53, SD = .45), social relations (M = 3.93, SD = .69) are good. While the salary (M = 3.39, SD = .64) is fair. This indicates that the teachers have appreciated their personal and professional life in school.

Table 4

Mean and Standard Deviation of Quality of Life

Category	Mean	Description	SD
Quality of Life	3.68	Good	.45
Daily Leisure	3.63	Good	.75
Physical Health	3.87	Good	.65
Psychological Well-Being	3.53	Good	.45
Salary	3.39	Fair	.64
Social Relations	3.93	Good	.69

Note Interval. 4.21–5.00: Very Good, 3.41–4.20: Good, 2.61–3.40: Fair, 1.81–2.60: Poor, and 1.00–1.80: Very Poor

The quality of life is good. The teachers are oftentimes satisfied with their health, wellness, and work employment. This means that most of the teachers have appreciated the good times and the good experiences in the teaching profession. This serves as their motivation, encouragement, and development in personal life and working life. The result supports the findings of Jesus (cited in Hunger, Morosini, and Stobaus, 2016) that teachers need to appreciate the good times in the teaching profession. The good experiences must serve as a reference for building a professional road full of motivation and professional well-being.

Daily leisure is good. This implies that the teachers are oftentimes satisfied with the time, space, and opportunities for them to look forward and expand their personal and professional life. This means that most of the teachers are enjoying their time freely to attend academic activities outside the classroom. It is because the school allows the teachers to take account of the work done, make reflection, enter into a learning mode by trying to acquire new skills or by researching, reading new publications related to their profession, and enjoy and indulge in whatever activities the teacher likes. There is a purpose behind incorporating leisure into professional space. It is meant to provide enough time and space for the teaching personnel to look forward and expand their professional personality along various dimensions. In this era of rapid changes, the personality of a teacher is expected to be a dynamic one, always ready to cater to the ever-changing demands from the society (Rapheal, 2019).

Physical health is good. The teachers are oftentimes satisfied with the physical activities (which includes the social, emotional, and mental health) surrounding their work, family, and social relationships. This means that most of the teachers are able to cope with the enormous challenges in teaching brought by the pandemic. The teachers are resilient and

efficacious that is why they can adapt to sudden stressful situations in which they have been involved in new personal, social, educational, and professional environments and tasks. The result is supported by the findings of Amatriain-Fernández, Murillo-Rodríguez, Gronwald, Machado, and Budde (2020) that being physically active should be highly recommended considering that physical activity could help in preventing psychological or mood disorders and improving the quality of life by decreasing the negative psychosocial effects of lockdown due to the COVID-19 pandemic

Psychological well-being is good. The teachers are oftentimes satisfied, happy, and fulfilled in attaining professional life and the goal of the school. This means that most of the teachers are doing their best to improve their lives and become successful in their profession. In other words, while its focus is on wellbeing, it does not disregard barriers and setbacks. Instead, it tackles them from the angle of human strengths in place of weaknesses. The result is also supported by the findings of La Placa, McNaught, and Knight (2013) that positive emotions (i.e., positive, internal, and subjective experiences), positive character traits (i.e., features related to wellbeing), and positive institutions (i.e., workplaces that help an individual flourish) are vital in the schools to shape dynamically the interplay of conditions, environments, actions, mental resources, and interpersonal relations. The FGI of teachers emphasized that they are happy, contented, fulfilled, and enjoyed their job. They expressed that they smiled and pleased God because of having a healthy family life, meeting family needs, and having good relationships with friends.

I₇: I am happy and fulfilled because God gave me more than what I asked and dreamed of. It's contentment that makes me feel happy and fulfilled. For I know that being content makes you appreciate and enjoy what you have considering that greed is like chasing the wind.

I₈: Yes, several factors at work, at home, relationships.

I₉: I am happy and fulfilled in my life. I feel fulfilled and happy because I can take time to nurture myself, build a healthy life and have a solid long-lasting relationship with my family and friends. I can choose to smile, no matter what.

I₁₀: Both happy and fulfilled in life: Family's needs are met. God is pleased; there is no enmity with Him, family, neighbors and others.

The salary is fair. The teachers are somewhat satisfied on the payment they receive or on the specific positions of works and services they are occupying or performing. This means that occasionally teachers tend to view their salary as average compared to those earned by similarly qualified individuals in the same position or profession regardless of the type or location of the school. The result affirms the contentions of Tadler (2022) that private schools have often used the upgrade of teachers' salaries and benefits to justify the call for an increase in school fees. In the FGI, most of the teachers are satisfied with their salary and benefits except

for one who opined that she is not satisfied due to high taxes and another who expressed that it will be rewarding if there is an increase in the salary.

I₂: I am very satisfied with my salary, compensation and other benefits.

I₃: Just satisfied. But there are so many privileges aside from the salary.

I₄: Salary is not satisfied due to high taxes.

I₅: Very satisfied but it is more rewarding if there is a salary increase.

I₉: I am satisfied with the (salary) compensation I get compared to my work responsibilities because I feel motivated to come to work. My morale remains high, and my job satisfaction level is also high.

I₁₀: Satisfied but wishing for an increase.

The social relation is good. The teachers are oftentimes satisfied in fostering healthy social development with other teachers, school administrators, students, parents, and community members. This means that most of the teachers are occasionally developing a nurturing environment and building positive relationships with their students, teachers, and others. The result affirms the contentions of Linde (2020) that teachers and school administrators have an important relationship that often involves collaborating to make important decisions. They work together to develop curricula, determine educational standards and establish parent engagement, and discover some reasons for collaborating.

Differences in the Quality of Life Based on Work Commitment, Work Motivation, and Job Performance

Data show that there is a significant difference in the quality of life based on the work commitment $F(23.912^*) = .000, p < .05$ in favor of the very high work commitment of the teachers ($M = 3.90; SD = .36$). There is also a significant difference in the quality of life based on the work motivation $F(13.944^*) = .000, p < .05$ in favor of the very high work motivation of the teachers ($M = 3.99; SD = .33$). Moreover, there is also a significant difference in the quality of life based on the job satisfaction $F(19.185^*) = .000, p < .05$ in favor of the very high job satisfaction of the teachers ($M = 3.90; SD = .32$). Therefore, the null hypothesis which states that there are no significant differences in the quality of life based on the work commitment, motivation, and job satisfaction are rejected.

Table 5
ANOVA Results on the Differences in the Quality of Life Based on the Work Commitment, Motivation, and Job Satisfaction

Category	Sum of Squares	df	Mean Square	F	Sig.
Work Commitment					
Between Groups	10.966	4	2.741	23.912*	.000
Within Groups	12.955	113	.115		
Total	23.921	117			

Work Motivation					
Between Groups	7.905	4	1.976	13.944*	.000
Within Groups	16.015	113	.142		
Total	23.921	117			
Job Satisfaction					
Between Groups	9.726	4	2.431	19.185*	.000
Within Groups	14.194	113	.127		
Total	23.920	117			

* $p < .05$ – significant at 5% level

The quality of life varies significantly based on the work commitment. The satisfaction of the teachers in life is not the same according to the behavior or attitudes they displayed in school. This means that the conducive quality of work life is not balanced between the needs of the teachers and the school's efforts to improve the teachers. By having these needs fulfilled, teachers will feel comfortable working in the school. The quality of work life is needed to shape employee commitment to the company they work for, so it is important for every company to be able to understand and use it. Organizational commitment itself is a source of information about employees' commitment level towards their organization. Employees with higher organizational commitment tend to be more efficient and productive than employees who have lower levels of organizational commitment (Syabarrudin, Eliyana, and Naimah, 2020). This is explained by someone in the FGI. She valued the people. She loved her colleagues and celebrated their differences. When doing this, she learned a lot and influenced others.

I₇: I always value and enjoy every single moment that I spend with people. Here in Filamer I love my colleagues and celebrate our differences. I always remind myself that school is a market of ideas and that I have to be open-minded and tolerant because by doing it I could learn a lot from them and I could influence them as well.

There are differences in the quality of life based on work motivation. The conducive quality of life is not the same according to the teacher's work motivation. This means that the interaction of willingness of the teachers to exert efforts to attain the school goals and the satisfaction in the quality of life does not meet its contexts. It is because the satisfaction in the quality of life seems to vary due to unsettled needs and discomfort in life and the outcomes of the satisfaction of these needs affect the work motivation of the teachers. Work motivation has received extensive attention in the work context. This shows how individuals' need for satisfaction differs from one another (i.e., between-person). Considering that the satisfaction of these psychological needs is dependent on changes in the environment and that the environment and perceptions thereof are not static, it is plausible that the experience of need satisfaction fluctuates within persons over time (Ryan and Deci, 2017). This is justified by one teacher in the FGI. There is really a difference in the quality of life based on motivation because

the school is not a perfect organization. It has weaknesses that need to be corrected in a professional and Christian way.

I7: If I focus on their weaknesses I feel disgusted but when I think that they too are human beings I become tolerant. On the other hand, I also found ways in which I could help them see their weaknesses and correct them in a professional and Christian way because this is how the founders did it before.

The quality of life differs based on job satisfaction. The favorable quality of life is not the same based on the contentment of the teachers to do their job. This means that teachers have indifferent feelings or have different orientations toward their work when they are not satisfied with the quality of life. Work is an important part of daily lives and can bring self-fulfillment, satisfaction, quality of life, and even health. However, it can also have a negative effect on health, depending on the type of work, environment, working conditions, and how work is organized (Bogaert, De Martelaer, Deforche, Clarys, and Zinzen, 2014). This is shed light by two teachers in the FGI. The quality of life differs based on job satisfaction. It is because as far as salary is concerned no one can be satisfied. Moreover, someone justified that he understood that the school cannot afford to give the teachers a comparable salary, but this can be compensated through benefits like scholarships, free tuition and discounts.

I6: I don't want to think about it, for if money or salary is concerned, of course we need to accept that no one can be satisfied.

I7: I feel okay with my salary because I also understand that the school cannot afford to provide me with what the public schools provide with their employees. Filamer is also compensating us through other benefits like free tuition or discounts for our children's education etc.

Relationships among Work Commitment, Motivation, Job Satisfaction, and Quality of life

Data reveal that there is a positive, strong association, and significant relationship between work commitment $r = .627^*$, $p = .000 < .05$ and quality of life. There is also a positive, strong association, and significant relationship between work motivation $r = .527^*$, $p = .030 < .05$ and quality of life. Moreover, there is a positive, strong association, and significant relationship between job satisfaction $r = .598^*$, $p = .000 < .05$ and quality of life. Therefore, the null hypothesis which states that there are no significant relationships among work commitment, motivation, job satisfaction, and quality of life are rejected.

Table 6
Pearson r among the Work Commitment, Motivation, Job Satisfaction, and Quality of Life

Variables	r-value	Sig.
Work Commitment and Quality of Life	.627*	.000
Work Motivation and Quality of Life	.527*	.000
Job Satisfaction and Quality of Life	.598*	.000

**p < .05 – significant at 5% level*

The result shows that there is a positive, strong association, and significant relationship between work commitment and quality of life. This implies that the better the work commitment, the higher is the quality of life. The teachers who are committed to their work are able to improve the work atmosphere which in turn can give them a feeling of fulfillment, responsibility, and success in school. The result affirms the findings of Karaaslan and Aslan (2019) that quality of life aims to increase employee satisfaction and ensure continuity by forming a positive attitude towards the organization, establishing a work environment that is suitable for employees and the organization, increasing employee productivity and organizational effectiveness, strengthening workplace learning, and reducing organizational stress by increasing teamwork and communication. This is shed light by the teachers during the focus group interview. They expressed that they are happy and fulfilled. The positive behavior and attitude in work give them optimism and good vision to serve the people and the institution.

I₁: Positive attitude knowing that I contributed much for the realization of the mission and vision of the institution. I value much peace of mind rather than material possessions.

I₂: I can describe my attitude or behavior at work in school as a positive attitude – optimistic about school situations and towards the attitude and behavior of co-workers.

I₃: I am very happy and fulfilled while working at school.

I₇: Yes, I am happy and fulfilled because God gave me more than what I asked and dreamed of. It's contentment that makes me feel happy and fulfilled. For I know that being content makes you appreciate and enjoy what you have considering that greed is like chasing the wind.

There is also a positive, strong association, and significant relationship between work motivation and quality of life. This indicates that the better the work motivation, the higher is the quality of life. This means that the work motivation in school is a good contributor to the quality of life satisfaction of the teachers. It is because teachers are highly motivated to work when their personal and work needs are met.

The result supports the findings of Fatoni and Dimulyo (2018) that the influence of quality of work life on employee performance depends on the level of work motivation, because no matter how good the quality of work life is, if the employees are lacking of motivation, a good performance of work will not be achieved. The FGI of the teachers stressed out that they are motivated and have a better life because of the gratitude, presence of respect, very good working conditions, fulfillment in work, touching the lives of others, the passion, learning opportunities, and salary.

I₂: The gratitude of having a job at Filamer is my motivation to work in school.

I₃: The presence of respect among co-workers and the very good working conditions.

I₄: In order to work and be useful in the eyes of God.

I₇: One of my motivations is my sense of fulfillment with my work here which gives me the opportunity to touch and influence the lives of my colleagues and students. Another is an opportunity to be a part in perpetuating the mission of Filamer left behind by the founders.

I₈: Passion, learning opportunities, and of course, salary/money.

Moreover, there is a positive, strong association, and significant relationship between job satisfaction and quality of life. This shows that the better the job satisfaction, the higher is the quality of life. It is because they are closely related to each other. This indicates that the quality of work life is one of the most important factors for human motivation and improving job satisfaction.

The result supports the findings of Kermansaravi, Navidian, Navabi, and Yaghoubinia (2015) that quality of life is an essential outcome in relation to job satisfaction and psychological health. The quality of work life emphasizes personal outcomes, work experiences, and how to improve the work in order to meet the personal needs. The mission of quality of work life is the creation of job satisfaction for personnel and helping the organization for employee selection and retention.

This is affirmed during the focus group interview with the teachers. Many of them believed that they were very satisfied with the institution. They find the school as a big, happy family where understanding, compassion, generosity and forgiveness thrive.

I₁: Very satisfied. Again, I want to emphasize that Filamer is my family. There are pity misunderstandings and conflict at times but at the end of the day Filamer is still a big, happy family where understanding, compassion, generosity and forgiveness reign whether in times of abundance or during trying times.

I₉: I am very satisfied with how I get along with other people in school because getting along shows sensitivity and respect and makes it more likely that other

people will behave the same way. In other words, treat others the way you want to be treated.

Conclusions and Recommendations

The teachers who are happy and productive in school are expressions of their strong commitment. The same goes for school, if the school expects their teachers to perform well then they will have to provide a work environment that will help increase commitment to work. This assures the school that teachers are focused and putting the energy they have into their work. This highlights that the teachers are highly driven and take pride in their work. They accomplish tasks efficiently, take action and want to do a good job, both for themselves and for the school.

This discloses that the teachers have a feeling of contentment while they are working in school. The job satisfaction of the teachers greatly impacted the school's success, meaning when the teachers are satisfied, they are more likely to work diligently at their jobs. The teachers want to work in a healthy environment with friendly management and coworkers do meaningful work. This embodies that the teachers have overarching wellness and happiness while they stay in school. Putting in a work related way, the school provides a job to the teachers for them to enjoy life. For this reason, the teachers repay the goodness of the school by working hard to make a difference and achieve the school's objectives. This breeds loyalty in school.

The difference in the quality of life based on the work commitment reflects that the teachers have positive and negative work commitments to help the school achieve their goals. The difference in the quality of life based on the work motivation highlights that the teachers have different competing needs that are driven by various reasons. The difference in the quality of life based on job satisfaction indicates that there is an imbalance between the satisfaction in work and the perception of the teachers about their position in life in relation to their goals, expectations, and concerns.

The significant relationship among work environment, work motivation, job satisfaction, and quality of life encompasses that the teachers are happy, fulfilled, and satisfied when they reap considerable benefits from the school. The more fulfilled they feel at work, the stronger their attachment to their job, colleagues, and school. This adopts a socially responsible approach to positively look after the teachers' life conditions and build a good working environment in school where mutual benefits are meaningful to them.

Based on the research findings, the following suggestions are made: The teachers may continue boosting their work commitment in teaching. They may seek ways to enhance the teaching profession (i.e. do research, upgrade technological competence, improve pedagogical knowledge in the graduate school, improve teaching skills, and others) and establish an effective learning environment to allow students to reach their goals.

The human resource director (HRD) may help in promoting the work commitment, efficiency, and efficacy of the teachers which can lead to the development of the school at large. The HRD may review the compensation package, job description, training, performance appraisal, employee participation, and leadership and team work for the development of the institutions and the well-being of the teachers employed.

The school administrators may provide a good working environment, adequate resources, encouragement, and advice to cultivate a positive school culture, help teachers “buy in” to school policies and requests, and ultimately lead to better classroom instruction. They may inspire peer collaboration between teachers to [improve teacher relationships](#).

REFERENCES

- Aina, S.I. (2014). School environment and pupils' satisfaction with schooling in Ondo State, Nigeria. An unpublished Doctoral Thesis submitted to the Department of Health Environmental Education and Human Kinetics, University of Benin, Benin City, Nigeria.
- Altun, M. (2017). The Effects of Teacher Commitment on Student Achievement: A Case Study in Iraq. *International Journal of Academic Research in Business and Social Sciences* 2017, Vol. 7, No. 11 ISSN: 2222-6990.
- Amatriain-Fernández, S., Murillo-Rodríguez, E. S., Gronwald, T., Machado, S., and Budde, H. (2020). Benefits of physical activity and physical exercise in the time of pandemic. *Psychol. Trauma Theory Res. Prac. Pol.* 12, S264–S266. doi: 10.1037/tra0000643.
- Arachchi, C.K. & Edirisinghe, D., (2011). An investigation into Motivation of Teachers in the Colombo District Government Schools in Sri Lanka, Annual Academic Sessions, Open University of Sri Lanka. pp 30-32.
- Aziri B. (2011). Job Satisfaction: A Literature Review Management Research and Practice. Vol. 3 Issue 4. pp.77-86.
- Bascia, N., & Rottmann, C. (2011). What's so important about teachers' working conditions? The fatal flaw in North American educational reform. *Journal of Education Policy*, 26(6), 787– 802.
- Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2013). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? *Psychological science in the public interest*, 4(1), 1-44.
- Bogaert I, De Martelaer K, Deforche B, Clarys P, Zinzen E. (2014). Associations between different types of physical activity and teacher's perceived mental, physical, and work-related health. *BMC Public Health*; 14(534):1-9.
- Cairo, R. (2019). Professional commitment in the teaching profession. <https://www.philstar.com>.

- Contributor, C. (2021). Ideas for Motivating & Rewarding Educators for Their Hard Work. <https://work.chron.com/ideas-motivating-rewarding-educators-hard-work-2618.html>.
- Dorney, Z., & Ushioda, E. (2011). Teaching and researching motivation (2nd ed.). New York, NY: Longman.
- Farimani, B. & Shahri, N. (2020). Reaching Self-actualization in Education: Construction and Validation of a Hierarchical Scale. *Journal of Language Teaching and Research*, Vol. 11, No. 4, pp. 623-634, July 2020 DOI: <http://dx.doi.org/10.17507/jltr.1104.14>.
- Fatoni, M. & Dimulyo, U. (2018). Quality of Work Life, Motivation, and Employee Performance on PT. Bank BCA Branch Jember. *International Journal of Scientific Research and Management (IJSRM)* Volume. 06. Issue. 06.
- Gunlu, E., Mehmed, A., Percin, NS., (2010). "Job satisfaction and organizational commitment of hotel managers in Turkey", *International Journal of Contemporary Hospitality Management*, vol/issue: 22(5), pp.693-71.
- Herrity, J. (2022). Top Work Ethic Skills. <https://www.indeed.com/career-advice/careerdevt/work-ethic-skills>.
- Hunger, M., Morosini, M. and Stobaus, C. (2016) Teacher Quality of Life: Perspectives about Their Welfare. *Creative Education*, 7, 2363-2379. doi: [10.4236/ce.2016.716228](https://doi.org/10.4236/ce.2016.716228).
- International Labor Organizations (2020). Teachers, educators and their organizations. <https://www.ilo.org/ipecc/Action/Education/Teacherseducatorsandtheirorganizations/la-ng-en/index.htm>.
- Johnson, S. M., Kraft, M. A. and Papay, J. P. (2012). "How context matters in high-need schools: the effects of teachers' working conditions on their professional satisfaction and their students' achievement," *Teachers College Record*, vol. 114, no. 10, pp. 1-39, 2012.
- Kaliski, B.S. (2007). *Encyclopedia of Business and Finance*, Second edition, Thompson Gale, Detroit, p. 446.
- Karaaslan, A., & Aslan, M. (2019). The Relationship Between the Quality of Work and Organizational Commitment of Prison Nurses. *Journal of Nursing Research*, 27(3), 1-10. <https://doi.org/10.1097/jnr.000000000000286>.
- Karimi, M. (2016). Health, Health-Related Quality of Life, and Quality of Life: What is the Difference? *School of Health and Related Research*, University of Sheffield, Regents Street, Sheffield, S14DA.
- Kermansaravi, F., Navidian, A., Navabi, S., & Yaghoubinia, F. (2015). The Relationship Between Quality of Work Life and Job Satisfaction of Faculty Members in Zahedan University of Medical Sciences. *Global Journal of Health Science*; Vol. 7, No. 2; 2015 ISSN 1916-9736 E-ISSN 1916-9744.

- La Placa, V., McNaught, A., and Knight, A. (2013). Discourse on wellbeing in research and practice. *Internat. J. Wellb.* 3, 116–125. doi: 10.5502/ijw.v3i1.7.
- Linde, S. (2020). How Teachers & Administrators Work Together. <https://study.com/academy/lesson/how-teachers-administrators-work-together.html>.
- Oluseyi, S. & Ayo, H.T. (2009). Influence of Work Motivation, Leadership Effectiveness and time Management on Employees' Performance in some Selected Industries in Ibadan, Oyo State, Nigeria. *European Journal of Economics, Finance and Administrative Sciences*, 16,7-17.
- Ni, Y. (2012). Teacher working conditions in charter schools and traditional public schools: A comparative study. *Teachers College Record*, 114(3), 1–26.
- Rapheal, J. (2019). Why do teachers need leisure time? <https://timesofindia.indiatimes.com/readersblog/let-us-think/why-teachers-need-leisure-time-2698/>.
- Redmond, B.F. & Carter, B. (2015). Work and Organizational Commitment. <http://psycnet.apa.org/journals/apl/pdf>.
- Rejeski WJ, Mihalko SL. (2001). Physical activity and quality of life in older adults. *The journals of gerontology. Series A, Biological sciences and medical sciences*. 2001. p. 23–35.
- Richardson, E., (2014). Teacher motivation in Low Income Contexts: An Actionable Framework for Intervention, Teacher Motivation Working Group. Retrieved from <http://www.teachersforefa.unesco.org/tmwg/blog2/wpcontent/uploads/2015/03/Teacher-Motivation-in-Low-Income-Contexts.pdf> on 10.08.2016
- Ross, S. (2022). What Are Our Social Needs? <https://steverosephd.com/a-theory-of-social-needs/>.
- Ryan, R. M., and Deci, E. L. (2017). *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. New York, NY: The Guilford Press. doi: 10.1521/978.14625/28806.
- School of Education (2019). Teacher Leadership Roles Inside and Outside of the Classroom. <https://soeonline.american.edu/blog/teacher-leadership-roles>.
- Salanova, A. & Kirmanen, S. (2010). Employee Satisfaction and Motivation. *Research in Prisma Mikkeli, Business Management*.
- Sayyadi, S., & Sarvtamin, H. T. (2011). Organizational Commitment in Educational Departments. *Interdisciplinary Journal of Contemporary Research in Business* (3.2), 1326-1337.
- Stirling, J. (2008). Cultivate Commitment. *The Weekend Australian*. Retrieved from <http://advertisers.careeroe.com.au/>.

Syabarrudin, A., Eliyana, A., & Naimah, J. (2020). Does employees' self-efficacy drive their organizational commitment? *Systematic Reviews in Pharmacy*, 11(4), 135–141.
<https://doi.org/10.31838/srp.2020.4.21>.

Tadle, R.L. (2022). [OPINION] Why are salaries of private school teachers so low, and what should be done? <https://www.rappler.com>.

Tentama, F. and Pranungsari, D. (2016). The Roles of Teachers' Work Motivation and Teachers' Job Satisfaction in the Organizational Commitment in Extraordinary Schools. *International Journal of Evaluation and Research in Education (IJERE)* Vol.5, No.1, March 2016, pp. 39 ~ 45 ISSN: 2252-8822.