

Teachers' Commitment and Public Service: An Exploration of Professional Dedication in Education

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Abstract

The study explored teachers' public service and professional commitment, the factors influencing their professional dedication, and the role of school leadership and educational supervision in strengthening commitment. The study was anchored in Self-Determination Theory, Organizational Commitment Theory, and Public Service Motivation Theory. It was conducted at Tubig Tanah Pilot Elementary School in Bongao, Tawi-Tawi, with seven (7) Classroom Advisers from Kinder to Grade six (6) selected through purposive sampling. Data were gathered through semi-structured one-on-one interviews and a focus group discussion and were examined using thematic analysis. The findings revealed that teachers perceived public service and professional commitment as learner-centered, community-oriented, inclusive, supportive, future-oriented, caring, and dedicated. Teachers viewed their roles as extending beyond classroom instruction to mentoring learners, promoting holistic development, modelling values, encouraging community participation, and preparing responsible citizens. However, their commitment was affected by limited resources, diverse learner needs and behaviors, insufficient parental support, difficult collegial relationships, emotional and mental demands, and curriculum and systemic challenges. Collaborative school culture, supportive leadership, trust and recognition, resource support, professional guidance, encouragement, professionalism, and integrity emerged as important conditions for sustaining teachers' commitment. The study concludes that teacher commitment is shaped by both personal dedication and the organizational and interpersonal conditions within the school. It recommends strengthening supportive leadership, professional growth opportunities, teacher well-being, autonomy, collaboration, resource support, and positive relationships among school stakeholders. The study aligns primarily with SDG 4 – Quality Education, SDG 8 – Decent Work and Economic Growth, and SDG 16 – Peace, Justice, and Strong Institutions. Its sustainability impact relates to strengthening educational, institutional, community, and governance sustainability through sustained teacher commitment, supportive school environments, and improved public educational service.

Keywords: Community Development; Educational Supervision; Professional Commitment; Public Service; School Leadership; Teacher Well-being

1. Introduction

Teachers' commitment is central to the delivery of quality education and the fulfillment of education as a public service. Professional dedication influences how teachers respond to learners' needs, sustain instructional responsibilities, contribute to school and community development, and maintain the quality of educational services. However, commitment is influenced by interconnected personal and organizational conditions, including motivation, job satisfaction, workload, professional preparedness, school environment, administrative support,

and opportunities for professional growth. Understanding these conditions is therefore important in determining how schools can strengthen teachers' dedication and public-service orientation. This study examines teachers' perceptions of public service and professional commitment, the challenges and issues affecting their motivation and dedication, and the role of school leadership and educational supervision in strengthening commitment. By examining these dimensions within a specific public elementary school setting, the study provides a contextual understanding of professional dedication and its implications for educational quality, teacher well-being, institutional support, and community development.

Teachers play a vital role in shaping learners and contributing to the development of society. Their professional commitment affects their willingness to provide quality instruction, respond to diverse learner needs, participate in school activities, and sustain their responsibilities despite difficulties associated with the profession. Teacher commitment is therefore closely connected with educational quality and the effectiveness of public service in schools. Professional dedication is not determined solely by an individual teacher's willingness to serve. It may also be influenced by job satisfaction, workload, school environment, administrative support, professional relationships, available resources, and personal characteristics. Supportive leadership and opportunities for professional development can strengthen commitment, whereas limited resources, demanding workloads, inadequate support, and difficult working conditions may affect teachers' motivation and capacity to provide effective educational services. The study consequently explores the relationship between professional commitment and public service by examining how teachers understand their roles, what conditions influence their dedication, and how their commitment may contribute to learners, schools, and the broader community. Such understanding can provide a basis for policies and practices that support teachers while improving the quality and sustainability of educational service delivery.

Existing literature identifies professional preparedness, continuing learning, organizational support, collaboration, motivation, and learner outcomes as important dimensions of teacher commitment. Hui-Ling Wendy Pan's study (2023) found that teacher preparedness and professional learning are important catalysts for sustaining teacher commitment and emphasized the contribution of school leadership and professional development to maintaining teachers' dedication. Collaboration also plays an important role in strengthening professional commitment. Cheng and Zhao (2023) and Wang et. al. (2021) demonstrate that professional learning communities can positively influence teacher commitment by creating collaborative environments that support professional growth, reflective practice, and teacher self-efficacy. These findings indicate that commitment develops not only from individual motivation but also through professional relationships and opportunities for collective learning. Teacher commitment is likewise associated with learner performance. Ling Li et. al. (2022) and Massuline Antonio Dupaya Ligaya et al. (2024) reveal a positive correlation between teacher commitment and student academic performance, underscoring the importance of professional dedication to educational outcomes. Teachers who remain engaged with their professional responsibilities may therefore contribute to more favorable learning experiences and outcomes. The literature further demonstrates that teacher commitment is shaped by both intrinsic and contextual influences. Intrinsic motivation, school environment, and administrative support have been identified as important factors affecting commitment (Pan, 2023; Lauermann et. al., 2017). Affective conditions, including a positive perception of life, may also influence teachers' professional commitment (Cevik, 2017). Taken together, these studies indicate that teacher commitment emerges from the interaction of personal motivation, professional preparation, organizational conditions, collaborative relationships, and institutional support.

At the local level, the study is situated at Tubig Tanah Pilot Elementary School in Bongao, Tawi-Tawi and focuses on the experiences and perspectives of classroom advisers. This setting provides a specific context for understanding how teachers interpret public service and professional commitment while responding to the realities of their work environment. The study considers teachers' experiences in relation to available resources, learner diversity, relationships with parents and colleagues, school leadership, and educational supervision. Within the Philippine educational context, school leadership is also recognized as an important mechanism for supporting teacher quality and educational performance. The Philippine Professional Standards for School Heads (PPSSH), adopted by the Department of Education (DepEd) in 2020, provides a framework intended to strengthen the pedagogical, management, and leadership competencies of school leaders in support of improved teaching and learning. At the broader level, the literature presented in the study demonstrates that teacher commitment is associated with professional preparation, professional learning communities, motivation, organizational support, and student achievement. These perspectives position professional commitment as an educational concern that extends beyond individual teachers because it involves the interaction of personal motivation, professional practice, school leadership, organizational environment, and learner outcomes.

The study is anchored in three complementary theoretical perspectives: Self-Determination Theory, Organizational Commitment Theory, and Public Service Motivation Theory. Self-Determination Theory (SDT), proposed by Deci and Ryan (2000), explains human motivation through three fundamental psychological needs: autonomy, competence, and relatedness. Applied to the teaching profession, the theory suggests that professional

dedication may be strengthened when teachers experience sufficient autonomy in performing their responsibilities, feel competent in their professional roles, and develop meaningful relationships within their work environment. Organizational Commitment Theory, developed by Meyer and Allen (1991), conceptualizes commitment through affective, continuance, and normative components. This perspective enables the study to examine teachers' attachment to their profession and organization and to understand the different conditions that may sustain or weaken their willingness to remain professionally committed. Public Service Motivation (PSM) Theory, introduced by Perry and Wise (1990), emphasizes the motivations and values that encourage individuals to serve the public interest. In the context of education, the theory provides a basis for examining teachers' commitment not merely as an employment responsibility but also as a form of public service shaped by intrinsic motivation, professional values, and dedication to learners and communities. Together, these theories provide an integrated basis for examining the personal, organizational, and public-service dimensions of teacher commitment. Self-Determination Theory explains motivational needs, Organizational Commitment Theory addresses teachers' relationship with their profession and institution, and Public Service Motivation Theory explains the values underlying dedication to educational service.

Existing literature provides important insights into teacher preparedness, professional learning, collaboration, motivation, organizational support, and student achievement. However, these dimensions must also be understood collectively within the actual professional experiences of teachers and the specific institutional conditions in which public education is delivered. The present study addresses this need by examining how teachers themselves understand "Public Service" and "Professional Commitment," what challenges and issues affect their motivation and dedication, and how school heads can respond to factors influencing teachers' public service and commitment. Rather than examining commitment only as an individual attitude, the study considers its relationship with learner needs, professional relationships, school environment, leadership, supervision, resources, and community development. The study is therefore justified by the need for a contextual understanding of teacher commitment that can inform strategies for strengthening professional dedication and educational public service. Examining teachers' experiences and perspectives can provide practical insights for educators, school leaders, policymakers, and other stakeholders seeking to support teachers and improve educational quality.

The study most directly aligns with SDG 4 – Quality Education because it examines professional commitment as an important factor in maintaining the quality of educational services. Teachers' preparedness, motivation, professional growth, supportive leadership, responsiveness to learners, and sustained dedication are closely connected with the capacity of schools to provide effective and inclusive learning experiences. The research also relates to SDG 8 – Decent Work and Economic Growth through its attention to teachers' work environment, professional growth, motivation, well-being, organizational support, and conditions affecting their ability to remain committed to their profession. Strengthening supportive and professionally enabling working environments contributes to sustaining the education workforce responsible for delivering public educational services. The study further has relevance to SDG 16 – Peace, Justice, and Strong Institutions because it examines public service, professional commitment, school leadership, professionalism, integrity, and institutional support within public education. Effective school leadership and committed public-service professionals contribute to the capacity of educational institutions to perform their responsibilities consistently and responsibly. These alignments arise from the study's existing focus on educational quality, professional dedication, working conditions, leadership, and public service rather than from the introduction of additional research variables.

The study contributes primarily to educational, institutional, socio-economic, community, and governance sustainability. From an educational sustainability perspective, strengthening teacher commitment supports the continuity and quality of teaching and promotes sustained attention to learners' academic, social, and personal development. From an institutional sustainability perspective, the study emphasizes that professional commitment depends partly on supportive leadership, adequate resources, professional learning, collaboration, recognition, and positive working conditions. Understanding these factors can assist schools in developing organizational practices that sustain teacher motivation and improve the long-term delivery of educational services. The study also contributes to socio-economic and community sustainability by recognizing teachers as contributors to learner development, responsible citizenship, leadership formation, and community participation. Through their educational and public-service roles, teachers help prepare learners to become productive and engaged members of society. Finally, the study contributes to policy and governance sustainability by highlighting the importance of leadership, professional integrity, institutional support, and public-service motivation. Its multidisciplinary significance therefore extends beyond classroom instruction to the sustainability of the teaching workforce, educational institutions, public-service systems, and communities that depend on quality education.

2. Material and methods

2.1 Research Design

The study employed a qualitative research design to explore the complexities of teachers' commitment and public service in education. The approach allowed the researcher to examine teachers' experiences, perceptions, and perspectives within their actual educational setting.

2.2 Locale of the Study

The study was conducted at Tubig Tanah Pilot Elementary School in Bongao, Tawi-Tawi. The setting provided the specific educational context within which teachers' experiences of professional commitment and public service were examined.

2.3 Respondents of the Study

The participants consisted of seven (7) Classroom Advisers from Kinder to Grade six (6) of Tubig Tanah Pilot Elementary School. They provided information regarding their experiences and perspectives on teacher commitment and public service.

2.4 Sample and Sampling Procedure

Purposive sampling was used to select the seven (7) Classroom Advisers who participated in the study. The participants were selected because they could provide relevant and rich insights into teachers' commitment and public service within the school context.

2.5 Research Instrument

A semi-structured interview protocol was developed to guide the individual interviews and maintain consistency in gathering information from the participants. A discussion guide was also prepared to facilitate the focus group discussion and encourage participants to describe and share their experiences and perspectives.

2.6 Data Gathering Procedure

Data were gathered through one-on-one interviews with each participant to obtain detailed information about their experiences and perspectives. A focus group discussion was subsequently conducted to examine shared experiences and gain a deeper understanding of teachers' commitment and public service.

2.7 Data Analysis Techniques

The qualitative data were analyzed using thematic analysis. The procedure was used to identify recurring patterns and themes from the participants' responses and to generate insights regarding teachers' commitment and public service in education.

2.8 Ethical Considerations

Before participating in the study, the participants were provided with informed consent. The researcher also ensured the confidentiality and anonymity of the participants throughout the research process.

3. Results and Discussion

3.1 Teachers' Perceptions of Public Service and Professional Commitment

3.1.1 Teachers' Perceptions of Public Service

The findings showed that teachers perceived public service primarily as a responsibility to serve learners and support their overall development. They viewed themselves not only as providers of academic instruction but also as mentors responsible for sharing knowledge, skills, and values. Teachers emphasized the importance of providing personalized support, responding to learners' diverse needs, promoting critical thinking and creativity, and developing learners cognitively, emotionally, and socially. Public service was also associated with helping learners become informed, responsible, and active members of their communities. In this sense, teachers considered education a means of supporting personal development while preparing learners to contribute positively to society. The findings indicate that teachers understand public service as a broad professional responsibility extending beyond routine classroom instruction. Their responses suggest that serving learners requires continuous attention to academic achievement, personal growth, inclusion, values formation, and social responsibility. This perspective emphasizes that teaching as public service involves a commitment to developing the whole learner rather than concentrating exclusively on the delivery of subject content. Teachers' emphasis on responding to different learner needs also illustrates how commitment is expressed through inclusive and learner-centered practices. This interpretation is supported by Booth, T., & Ainscow, M., (2011), who emphasized the importance of dedication, care and commitment to supporting diverse learners. Their framework also highlights the importance of school values, policies and practices in developing environments that recognize diversity and promote participation and social justice. Thus, the teachers' understanding of public service reflects a professional orientation in which educational responsibilities are closely connected with inclusion, learner development, and service to the broader community.

3.1.2 Teachers' Perceptions of Professional Commitment

The participants characterized professional commitment as learner-centric, community-oriented, inclusive, supportive, future-oriented, selfless, caring, and dedicated. Teachers associated commitment with prioritizing learners' needs, interests, development, and success. They also emphasized providing continuous support and guidance, maintaining inclusive learning environments, preparing learners for future opportunities and challenges, and making personal sacrifices when necessary for learners' benefit. Commitment was further reflected in teachers' willingness to contribute to community development and to remain compassionate, empathetic, and dedicated in fulfilling their professional responsibilities. These findings show that professional commitment is perceived by teachers as a continuing responsibility rather than a temporary response to specific instructional requirements. Being learner-centric suggests that commitment is demonstrated when teachers consistently place learners' educational and developmental needs at the center of their work. Similarly, being future-oriented reflects teachers' concern for the long-term outcomes of education, particularly the preparation of learners for responsibilities and opportunities beyond the classroom. The themes of selflessness, care, and dedication further indicate that teachers associate commitment with emotional and moral investment in their profession. This view is consistent with Jim Rohn who said, "Learning is not a job; it's a lifestyle", which emphasized the importance of embracing learning as a continuous process. In the context of the findings, this perspective reinforces the idea that commitment to teaching involves sustained engagement with learners' development and a willingness to continuously support their educational growth.

3.2 Factors Affecting Teachers' Public Service and Commitment

3.2.1 Challenges Influencing Teachers' Public Service and Commitment

The participants identified limited resources, difficulties in managing diverse learners' needs and behaviors, unsupportive environments, and curriculum and systemic challenges as conditions that affected their public service and professional commitment. Teachers experienced difficulties arising from inadequate materials, limited technology, insufficient funding, and inadequate support systems. They also encountered challenges in addressing differences in learners' abilities, learning styles, emotional needs, and classroom behaviors. In addition, inadequate facilities, limited administrative or parental support, curriculum changes, bureaucratic requirements, standardized expectations, and policy instability complicated teachers' efforts to provide effective and responsive instruction. The findings suggest that teachers' commitment operates within organizational and material conditions that can either facilitate or constrain their ability to provide quality education. Commitment alone cannot completely address difficulties arising from inadequate instructional resources or insufficient institutional support. When teachers are expected to respond to diverse learner needs while working with limited materials and technology, the demands of their responsibilities become more complex. Managing learner diversity likewise requires teachers to balance instructional objectives with individual differences in ability, behavior, learning preferences, and emotional needs. This challenge becomes more significant when classroom and institutional conditions provide limited support. The findings are related to "Overcoming Learning Obstacles: Strategies for Supporting Students with Diverse Needs" by Robert William Barnard and Ruan Hendrik Henn. This study highlighted that resource limitations, including insufficient time and specialized staff, may restrict schools' ability to provide equitable services to learners. In relation to the present findings, adequate resources and institutional support are therefore important conditions for enabling teachers to translate professional commitment into effective educational service.

3.2.2 Issues Influencing Teachers' Public Service and Commitment

The findings further revealed that lack of parental support, unprofessional behavior among colleagues, emotional and mental demands, and difficulties in managing relationships with parents and learners influenced teachers' commitment. Teachers indicated that insufficient parental involvement could affect morale and increase work-related stress, particularly when learning was not reinforced at home or when communication between parents and teachers was limited. Unprofessional behavior among colleagues, such as negativity and gossip, was also perceived as damaging to the work environment and collaboration. In addition, teachers experienced emotional demands associated with supporting learners while simultaneously managing their own stress and professional responsibilities. Maintaining appropriate relationships with both learners and parents likewise required effective communication, empathy, and appropriate boundaries. These findings indicate that professional commitment is affected by the quality of relationships surrounding teachers. Educational service is not performed in isolation; teachers continually interact with learners, parents, colleagues, school leaders, and other members of the school community. Consequently, unsupportive or negative relationships may increase emotional demands and reduce opportunities for cooperation. Parental involvement is particularly significant because teachers and parents share responsibilities related to learners' development. When support from parents is limited, teachers may experience additional responsibilities that can affect their morale and workload. Similarly, unprofessional relationships among colleagues may reduce trust and collaboration within the school. These findings are related to the "Community Collaboration Model for School Improvement: A Scoping Review" by Dawn Anderson-Butcher, Samantha Bates, Hal A. Lawson, Tasha M. Childs and Aidyn L. Lachini. This study identified limited time and resources as barriers to collaborative decision-making, planning, and problem-solving. The present findings similarly emphasize that a supportive school community and effective working relationships are important in maintaining teachers' motivation and professional commitment.

3.2.3 Teachers' Contributions toward Community Development

The participants identified quality education, leadership development, holistic education, community engagement, responsible citizenship, role modelling, and values-based education as important contributions of teachers to community development. Teachers believed that providing learners with knowledge, skills, and values prepares them to become productive and responsible members of society. They also viewed their role as extending to the development of confidence, resilience, character, leadership, and civic responsibility. Community engagement was considered important in encouraging learners to participate in activities beyond the classroom, while role modelling enabled teachers to demonstrate desirable behaviors and values. Values-based education, including Islamic Education and values, was also identified as an important component in shaping learners' intellect and morale. The findings demonstrate that teachers perceive education as an important mechanism for community development because its outcomes extend beyond academic performance. By developing learners' knowledge, character, confidence, and sense of responsibility, teachers contribute to preparing individuals who may later participate productively in their communities. The emphasis on leadership development indicates that teachers recognize their influence in preparing future community members who can assume responsibilities and contribute to collective development. Likewise, role modelling shows that teachers' influence is not limited to what they formally teach; their behavior and professional conduct may also shape learners' attitudes and values. Values-based education further connects academic development with moral and social formation. This interpretation is supported by Carl D. Glickman, Stephen P. Gordon and Jovita M. Ross-Gordon in "Supervision and Instructional Leadership: A Developmental Approach", 2013, which revealed that teachers contribute to society through knowledge dissemination, character development, economic growth, social cohesion and innovation. Their perspective reinforces the finding that teacher commitment has implications not only for learners but also for the wider community.

3.3 School Leadership and Educational Supervision in Strengthening Commitment

3.3.1 Collaborative Culture and Supportive Leadership

The participants identified collaborative culture and supportive leadership as important influences on professional commitment. Teachers valued school environments where teamwork, communication, feedback, and shared professional learning were encouraged. They perceived supportive school heads as leaders who motivate and empower teachers, provide direction when difficulties arise, and establish conditions that enable teachers to perform their responsibilities more effectively. These findings suggest that leadership plays an important role in shaping the professional environment in which commitment develops. A collaborative culture allows teachers to share experiences, seek assistance, exchange ideas, and participate in collective efforts to improve educational practice. Such an environment may reduce professional isolation and strengthen teachers' sense of belonging within the school. Supportive leadership also communicates that teachers' work is recognized and that they are not expected to address professional challenges independently. In this context, supervision functions not merely as monitoring but also as professional support that assists teachers in improving practice and sustaining motivation. The findings therefore emphasize that commitment can be strengthened when leadership creates opportunities for collaboration, provides direction, and acknowledges teachers as important participants in the educational process.

3.3.2 Trust, Recognition, Guidance, and Encouragement

Teachers identified trust, recognition, guidance, and encouragement as additional leadership practices that influenced their commitment. Participants valued school heads who recognized teachers' efforts and accomplishments, developed positive professional relationships, provided guidance, and encouraged teachers during difficulties. Recognition was particularly associated with feeling valued, while guidance and encouragement contributed to teachers' motivation and willingness to continue performing their responsibilities. The findings indicate that professional recognition can reinforce teachers' perception that their efforts are meaningful and appreciated within the organization. Trust also contributes to a positive professional relationship between school leaders and teachers because it allows teachers to perform their responsibilities with greater confidence while knowing that their contributions are valued. Guidance is equally important because teachers encounter instructional, interpersonal, and organizational challenges that may require leadership support. Encouragement during these situations may help sustain motivation and reinforce commitment. Collectively, these findings show that effective supervision involves interpersonal as well as administrative dimensions. Leadership practices that acknowledge effort, maintain trust, and provide professional guidance may strengthen the relationship between teachers and the institution and support continued dedication to educational service.

3.3.3 Resource Support and Quality Service

The participants emphasized resource support as an important factor enabling them to perform their work effectively. Teachers perceived the provision of necessary materials and other forms of support as facilitating the completion of professional responsibilities. They also associated effective educational supervision with quality service and commitment, indicating that leadership should create conditions that enable teachers to maintain high standards of educational service. These findings reinforce the earlier observation that teachers' dedication must

be supported by adequate institutional conditions. Even highly committed teachers may encounter difficulty providing responsive and effective instruction when essential resources are unavailable. Resource support therefore represents a practical expression of institutional commitment to teachers and learners. When school leaders provide resources and facilitate access to needed support, teachers are better positioned to perform their duties and respond to learners' needs. The connection between resource support and quality service further indicates that educational outcomes are influenced by the interaction between teachers' professional dedication and the support structures provided by the school.

3.3.4 Professionalism and Integrity in Educational Leadership

Teachers also emphasized professionalism and integrity as important characteristics of school leadership. Participants valued school heads who demonstrated professional conduct, integrity, commitment, and passion in carrying out their leadership responsibilities. Such qualities were associated with the ability of school leaders to influence teachers positively and strengthen a culture of professional responsibility within the school. The findings suggest that school heads influence teachers not only through formal supervisory functions but also through the professional behaviors they demonstrate. Leadership based on integrity and professionalism may establish expectations regarding accountability, commitment, and quality service. When school leaders model these values, they provide teachers with an example of how public service and professional responsibilities should be performed. This finding is consistent with the Philippine Professional Standards for School Heads (PPSSH): The Department of Education (DepEd) adopted the PPSSH in 2020 to improve school leadership and teachers quality. These standards provide a clear framework for school leaders to deepen their expertise in pedagogical, management and leadership skills, ultimately supporting improved student learning outcomes. The findings therefore reinforce the importance of competent and values-oriented educational leadership in establishing conditions that support teacher commitment and educational quality. Overall, the findings demonstrate that teachers' public service and professional commitment are multidimensional and are shaped by the interaction of personal dedication, learner-centered responsibilities, institutional conditions, interpersonal relationships, and leadership practices. Teachers expressed strong commitment to learners and community development, but their ability to sustain this commitment was influenced by resource limitations, learner diversity, parental relationships, collegial behavior, emotional demands, and systemic conditions. At the same time, collaborative leadership, professional recognition, adequate resources, guidance, encouragement, professionalism, and integrity emerged as conditions that can strengthen teachers' commitment. The findings therefore indicate that sustaining teachers' dedication requires both individual commitment and an organizational environment capable of supporting teachers in fulfilling their educational and public-service responsibilities.

4. Conclusion & Recommendations

The study concludes that teachers' public service and professional commitment are manifested through their sustained dedication to learners, responsibility for providing quality education, and contribution to the development of the school and wider community. Teachers perceive their professional role as extending beyond classroom instruction because it also involves mentoring learners, promoting their holistic development, modelling desirable values, and preparing them to become responsible and productive members of society. However, the findings indicate that the ability of teachers to sustain this commitment is influenced by several interconnected challenges, including limited instructional resources, diverse learner needs and behaviors, insufficient parental support, difficult collegial relationships, emotional and mental demands, and curriculum and systemic concerns. These conditions may affect teachers' motivation, morale, and capacity to provide effective educational services. At the same time, the study demonstrates that a collaborative school culture, supportive leadership, trust and recognition, adequate resource support, professional guidance, encouragement, professionalism, and integrity can strengthen teachers' motivation and commitment. The findings therefore emphasize that teacher commitment should not be viewed solely as an individual responsibility but as a professional dedication that is also shaped by the organizational and interpersonal environment of the school. Strengthening these conditions can help sustain teachers' commitment to learners, reinforce their public-service orientation, and contribute to the continuing improvement of educational quality.

Based on the findings, schools, educational leaders, policymakers, and other stakeholders should strengthen the conditions that enable teachers to maintain their professional commitment and effectively perform their public-service responsibilities. School leadership should continue to promote a supportive and collaborative work environment characterized by trust, recognition, professional guidance, encouragement, and adequate resource support. Attention should also be given to opportunities for professional growth and to policies and practices that recognize teacher well-being, autonomy, and collaboration as important elements of sustained professional dedication. Strengthening relationships among teachers, school leaders, parents, colleagues, and other members of the school community is likewise important because teachers' commitment is affected by the quality of the support surrounding their work. By providing teachers with an environment that recognizes their contributions and responds to the challenges they experience, schools can strengthen their capacity to remain dedicated to learners and community development. These efforts can ultimately contribute to more sustainable teacher

commitment, improved educational service, and the continuing enhancement of the quality of education in schools.

5. Compliance with ethical standards

The study observed ethical standards for human-participant research. Informed consent was obtained from all participants, and their confidentiality and anonymity were protected throughout the study. Permission to conduct the research at Tubig Tanah Pilot Elementary School was also secured prior to data collection.

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