THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

Commitment of the Contract of Service Teaching Personnel at Local Universities and Colleges (LUCs): A Hermeneutical Phenomenology

Argie D. Dioquino
Student, School of Graduate Studies, New Era University, Philippines
Dr. Abrian Joy B. Orencia
Professor, School of Graduate Studies, New Era University, Philippines
Dr. Luningning B. De Castro
Professor, School of Graduate Studies New Era University, Philippines
Dr. Luzale D. Henson
Professor, School of Graduate Studies New Era University, Philippines
Mark C. Malabuyoc
Professor, School of Graduate Studies New Era University, Philippines
Dr. Bernie E. Balmeo
Professor, School of Graduate Studies New Era University, Philippines

Abstract:
This phenomenological study explores the experiences of contract-of-service (COS) teaching personnel, shedding light on less-explored dimensions in the commitment literature. Through in-depth interviews and observations, the research uncovers themes that intricately shape educators' commitment and professional journey. The study employs a phenomenological approach, utilizing in-depth interviews and observations to capture the lived experiences of COS teaching personnel. Thematic analysis is applied to derive key themes from the collected data. Findings revealed significant themes emerging from the data, covering a wide range of topics from Career Transition and Fulfilment to Learning, Adaptation, and Teaching Strategies. These themes contribute to a comprehensive understanding of the factors influencing commitment among COS teaching personnel. Noteworthy among these are less-explored dimensions, including experiential learning, contractual perspectives, personal values and attributes, institutional impact and contribution, challenges and uncertainties, and personalized teaching approaches. The recommendations included fostering a supportive institutional environment, recognizing the value of positive teaching experiences, and integrating professional growth opportunities. Future research should examine identified less-explored dimensions to enhance our understanding of educators' commitment and well-being.

Keywords: Organizational commitment, local universities and colleges, job security, employee retention, teaching personnel, educators

1. Background

Higher education institutions stand as critical pillars in fostering knowledge, intellectual growth, and societal progress. Higher Education Institutions (HEIs) in the Philippines are categorized into two groups: private institutions and public institutions. Public institutions are further divided into:

- State Universities and Colleges (SUCs),
- Local Universities and Colleges (LUCs),
- Other government-run schools, and
- Institutions under the supervision of the Commission on Higher Education (CHED)

SUCs receive funding from the national government, while CHED-supervised institutions are directly overseen by CHED, with their budgets included in the government's annual allocation for CHED. LUCs are managed, funded, and supported by local government units (www.ched.gov.ph).

Nowadays, SUCs and LUCs are funded by the UniFAST under R.A. 10931, otherwise known as the Universal Access to Quality Tertiary Education Act, which is "an act promoting universal access to quality tertiary education by providing free tuition and other school fees in State Universities and Colleges, Local Universities and Colleges, and State-Run Technical-Vocational Institutions (www.unifast.gov.ph).

Within the context of local universities and colleges (LUCs) in the Philippines, a significant portion of teaching personnel operates under contract-of-service arrangements. These arrangements, which often entail limited-term

contracts and specific responsibilities, raise questions about the nature of commitment among educators who navigate the challenges of contractual uncertainty while striving to provide quality education.

The commitment of teaching personnel within higher education institutions is a multifaceted and dynamic phenomenon that encompasses the emotional attachment, loyalty, and dedication that individuals exhibit toward their roles and organizations. It is imperative to understand the commitment of teaching personnel because it is not only for their well-being but also for the institutions they serve as well. Committed teaching personnel contribute to a positive learning environment and the attainment of educational goals.

Existing literature has contributed significantly to the understanding of commitment, particularly among full-time faculty members. Studies such as those by Allen and Meyer (1990) and Chambel (2022) have established a foundation for conceptualizing and measuring organizational commitment, highlighting the intricate interactions between affective, continuance, and normative dimensions.

Studies also were conducted to identify the driving factors behind teachers' enduring commitment to their profession throughout their careers. The aim was to uncover essential conditions that enable teachers to sustain their commitment amid the dynamic shifts in local and global education. The study's principal conclusion was that middle managers and school administrators were essential in preserving teachers' dedication to their careers at all stages. These leaders act as crucial connectors, ensuring the teachers' dedication remains steadfast. To enhance professional commitment, particularly among teachers who may not exhibit a strong commitment or are at risk of leaving the profession, school leaders are advised to pay attention to educators who lack robust relationships with their students and colleagues. For the betterment of all parties involved, it is recommended that school leaders make efforts to comprehend these teachers' intentions and proactively integrate them into the school community (Low, 2022).

It is suggested that teachers' commitment to teaching exceeds their organizational commitment by the factors affecting their commitment, which include both personal and school-related variables, and take into account two dimensions of commitment: organizational commitment (affective, normative, and continuance) and commitment to the teaching profession. Furthermore, age, years of service, and length of stay at the same institution all contribute to promoting commitment. Conversely, factors such as heavy teaching workloads, multiple subject responsibilities, and non-teaching duties are associated with decreased commitment (Ibrahim, 2022).

Overall, these findings offer a perspective on what contributes to or hinders commitment among teaching personnel, which could be valuable in interpreting the research results and drawing meaningful conclusions about the commitment experiences of contract-of-service teaching personnel in this study.

1.1. Purpose of the Study

The purpose of this hermeneutic phenomenological inquiry is to deeply explore and interpret the lived experiences of teaching personnel engaged in contract-of-service roles within local universities and colleges at San Mateo and Montalban, Rizal. This study seeks to uncover the underlying meanings, motivations, and challenges that shape teaching personnel's commitment to their contractual obligations. Using hermeneutic phenomenology, the research seeks to uncover the complex connections among personal aspirations, institutional dynamics, and socio-cultural factors that impact educators' commitment. Through a comprehensive analysis of their narratives, this study endeavors to provide a nuanced understanding of how teaching personnel navigate their roles and sustain commitment within the unique context of Philippine higher education institutions. In essence, the phenomenon being explored involves the complex interactions of experiences and commitment among teaching personnel. This refers to the level of dedication, loyalty, and responsibility demonstrated by individuals working in educational roles, particularly those engaged in contract-of-service positions.

Understanding the commitment experiences of contract-of-service teaching personnel within this context is crucial for several reasons. First, it has significant implications for educational policies, as it can reveal how contractual arrangements affect teachers' motivation and retention, leading to recommendations for policy reforms. Second, insights from this study can inform institutional practices, allowing universities and colleges to create more supportive work environments that enhance faculty well-being and productivity.

Finally, the exploration of commitment experiences provides a platform to address educator well-being, promoting practices that reduce burnout and increase job satisfaction among contract-of-service teaching personnel. This holistic approach can ultimately lead to a more stable and effective educational system, benefiting not only the teaching personnel but also the students and the broader academic community.

Specifically, this study answered the following questions:
- How do contract-of-service teaching personnel at LUCs describe their experiences?
- What are the contributing factors to the commitment of the participants in their workplace?
- How do contract-of-service teaching personnel interpret their experiences?

1.2. Research Design

The study employs a qualitative approach to understand the commitment experiences of contract-of-service teaching personnel at local universities and colleges (LUCs). Through hermeneutic phenomenology, it delves into the multifaceted dimensions shaping educators' commitment decisions. This method allows for a deep exploration of participants' narratives, revealing the underlying motivations and emotions driving their commitment. By focusing on participants' subjective perspectives and interpretations, the study aims to uncover the complex interplay of personal and contextual factors influencing commitment. This research design sheds light on the unique challenges faced by contract educators and contributes to enhancing their commitment to temporary employment arrangements in the academic community.

1.3. Research Setting

The research was conducted within the educational landscape of San Mateo and Montalban, both located in Rizal province, Philippines. These locations served as the primary research setting where the commitment experiences of the contract-of-service teaching personnel within local universities and colleges (LUCs) were explored. The phenomenon under examination was the commitment experiences of the contract of service teaching personnel within the selected local universities and colleges in San Mateo and Montalban, Rizal. This phenomenon encompassed how these educators perceive, interpret, and engage with their commitment to their institutions, students, and the teaching profession. The study seeks to uncover the underlying motivations, challenges, and factors that contribute to the commitment decisions and experiences of these educators within the specified research setting.

1.4. Sampling Procedure

In this study, a purposeful sampling approach was used to select contract-of-service teaching personnel from local universities and colleges (LUCs) in San Mateo and Montalban, Rizal. Participants were chosen based on recommendations from LUC executives to ensure diverse representation. The sample encompassed educators with varying years of service, backgrounds, and expertise, including lecturers, instructors, and faculty members from different academic disciplines. Permission was obtained from relevant institutions, and participants were approached to share their commitment experiences. This sampling procedure facilitated a comprehensive exploration of commitment within the context of local higher education institutions.

1.5. Participants

The study involved eight participants selected from local universities and colleges, adhering to specific criteria set by the researcher. These criteria included gender balance, age range from 23 to 65 years, a minimum of three years of service, employment at local universities and colleges (LUCs), status as teaching personnel, and voluntary participation. The purpose of these criteria was to gather diverse insights into the commitment experiences of teaching personnel within the institution. The criteria ensured representation across genders and career stages, allowing for a comprehensive understanding of commitment dynamics. Participants were selected based on their informed consent, confidentiality, and autonomy, adhering to ethical guidelines. This approach facilitated a thorough exploration of commitment phenomena within the specified educational context, enabling meaningful conclusions and recommendations to be drawn from the study.

1.6. Data Collection Method

The study utilized a combination of in-depth, semi-structured interviews and observations as its primary data collection methods to explore the commitment experiences of contract-of-service teaching personnel at local universities and colleges (LUCs) in San Mateo and Montalban, Rizal. Through these interviews, lasting between 45 and 60 minutes each, participants were invited to share their perspectives, motivations, challenges, and the meanings they attribute to their commitment as educators. The interviews provided a platform for participants to narrate their lived experiences comprehensively, allowing for an in-depth exploration of their commitment journeys within the context of LUCs.

Observations were employed as a complementary method to the interviews, offering insights into the behaviors, interactions, and non-verbal expressions of contract-of-service teaching personnel in their natural academic environments. Conducted within settings such as classrooms and administrative offices, these observations captured participants' facial expressions, body language, and other non-verbal cues that contribute to a deeper understanding of their commitment experiences. By adopting a non-participant observer role and following Spradley's (1980) grand tour strategy, the researcher gained a holistic understanding of the environment where teaching personnel operated and the interactions and cultural practices influencing their commitment experiences.

Together, the interviews and observations provided a robust framework for capturing the intricate details of participants' professional experiences, emotions, and motivations, aligning with the study's objective of offering a profound understanding of teaching personnel's commitment to the dynamic landscape of LUCs.

1.7. Data Analysis

Using a variety of techniques in addition to the researcher's positionality, phenomenological analysis seeks to discover and comprehend the themes or structures of lived experiences. When it comes to phenomenological analysis, there are no hard and fast guidelines. One's theoretical framework shapes how one interprets the descriptions, and the descriptions themselves can challenge their theoretical framework. As a result, the analysis is a dialectical process in which the interpretation of the descriptions is modified (Ferris, 2020). The goal of phenomenological analysis is to find themes that can be used to generate substantial meaning and learning.

Following the steps recommended by Creswell and Poth (2018) and van Mannen (1990, 2016) were pivotal in shaping the approach to data analysis, providing foundational guidance in qualitative research and phenomenological analysis. This expanded view demonstrates the intersection between these scholars' work and the current study's objectives, contributing to a rigorous and robust analytical process.

Creswell and Poth's qualitative research approach emphasizes a structured yet adaptable methodology. This structure offers a clear roadmap for researchers while allowing flexibility to accommodate the nuances and complexities inherent in qualitative data. Their work underscores the importance of thorough data collection, detailed analysis, and careful interpretation, ensuring that the research maintains a high level of credibility and reliability. By following their

step-by-step process, the researcher was able to systematically explore the data, maintaining consistency while accommodating emergent themes and patterns.

Van Mannen, a renowned scholar in phenomenological research, contributed significantly to my understanding of hermeneutic phenomenology. His work focuses on interpreting the lived experiences of participants to uncover deeper meanings and insights. Van Mannen's approach is rooted in the belief that phenomenology is not merely a method but a philosophy—a way to engage with the human experience at a profound level. This philosophical foundation inspired the analytical approach, encouraging the researcher to delve into the narratives of contract-of-service teaching personnel to reveal the underlying themes and meanings in their commitment experiences.

By integrating Creswell and Poth's structured methodology with van Mannen's hermeneutic phenomenology, the researcher adopted a comprehensive approach to data analysis. This allowed the researcher to explore the data holistically and in detail, leveraging a variety of techniques to identify themes and patterns. Through this fusion, the research methodology maintained both rigor and flexibility, fostering a deeper understanding of the lived experiences of contract-of-service teaching personnel within local universities and colleges.

The data collected from the interviews with the contract-of-service teaching personnel were subjected to a rigorous analysis procedure. These are the following methods by which qualitative data could be systematically analyzed and interpreted to yield insightful conclusions.

The qualitative data analysis process begins with the researcher conducting a holistic reading of the entire dataset to develop a comprehensive understanding of its context and content. Subsequently, the researcher selectively highlights or marks portions of the text that appear significant, identifying key phrases, statements, or passages for further examination. Moving forward, the researcher adopts a detailed or line-by-line approach to coding, systematically assigning labels or tags to specific segments of the data to capture underlying concepts, themes, or patterns. Following coding, the researcher analyses the data by grouping related codes into broader themes, abstracting from specific instances to discern more generalized ideas. Finally, the researcher synthesizes the findings to derive an explicit structure of meaning from the data, potentially organizing themes hierarchically, creating thematic maps, or crafting a narrative that effectively communicates the essence of the findings to the audience. This sequential process enables the researcher to extract rich insights and meaning from the dataset, facilitating a robust understanding of its implications.

This approach is consistent with qualitative data analysis methods that emphasize a systematic and in-depth exploration of the data, moving from the holistic to the detailed and ultimately synthesizing the findings into a meaningful structure. It aligns with approaches like thematic analysis, grounded theory, or phenomenological analysis, where the goal is to uncover patterns, themes, and meanings inherent in the qualitative data.

2. Result and Discussion

After carefully analyzing the data, this section of the research paper summarizes the results. The findings are arranged based on the statement of the problem and its analysis.

2.1. How Do Contract-of-Service Teaching Personnel at Lucs Describe Their Experiences?

The study delved into the experiences of contract-of-service teaching personnel at LUCs, aiming to comprehensively explore their professional journeys. Findings revealed that most personnel experienced career transitions marked by a rediscovery of passion for teaching, positive experiences, and supportive colleagues. Professional development and teaching effectiveness were crucial, with personnel taking on administrative roles alongside teaching duties. Despite challenges, job satisfaction was high, with personnel exhibiting loyalty to their institutions and a commitment to quality education.

Positive teaching experiences and relationships were highlighted, with personnel engaging in community service and cultural events. However, challenges in work-life balance persisted, necessitating effective time management strategies. Adaptive strategies were employed to navigate challenges such as career transitions and salary delays.

These findings have implications for educational practice, suggesting the need for stable work environments and opportunities for professional development. Policy changes addressing disparities between contract and regular employment are also recommended. Future research should explore long-term impacts on career development and job satisfaction, as well as the effectiveness of interventions.

While the study's qualitative approach provided rich insights, limitations such as generalizability and reliance on self-reported data should be considered. Nonetheless, the research contributes to a deeper understanding of contract-of-service teaching personnel's experiences, informing educational practice, policy, and future research endeavors.

2.2. What Are the Contributing Factors to the Commitment of the Participants in Their Workplace?

The commitment of contract-of-service teaching personnel to their workplace is influenced by various factors, including job satisfaction, professional growth opportunities, supportive work environments, intrinsic motivation, and adaptability. Participants expressed satisfaction with their roles, attributing their commitment to factors such as happiness, contentment, and a passion for teaching. Positive work environments, a sense of duty, and long-term commitment also fostered workplace harmony and commitment. Adequate salary and compensation, despite delays, were significant contributors, along with civic responsibility and aspirations for permanent positions.

Proximity and commute convenience, professional growth, trust in the workplace, and resiliency were identified as additional factors influencing commitment. Social support, positive leadership, and a supportive administration played crucial roles in fostering commitment. Intrinsic motivation, including personal connections, experiences, and a passion for

teaching, was fundamental. Participants also demonstrated a commitment to continuous improvement, adaptation to new teaching trends, and innovation in teaching methods.

Specific examples highlighted the importance of supportive leadership, professional growth opportunities, and a positive work environment in sustaining commitment. While intrinsic motivation tends to have a lasting impact on commitment, extrinsic factors such as supportive leadership and financial stability are also crucial. To ensure long-term sustainability, educational institutions must nurture intrinsic motivation while providing stable and supportive work environments that adapt to the evolving needs of contract-of-service teaching personnel.

2.3. How Do Contract-of-Service Teaching Personnel Interpret Their Experiences?

The interpretations of contract-of-service teaching personnel's experiences encompassed various themes, including continuous learning, professional growth, job satisfaction, commitment, institutional impact, and perspectives on contractual arrangements. Participants viewed their experiences as a journey of learning and development, valuing professional growth through experiences, mentorship, and the integration of technology. Challenges and uncertainties were interpreted as opportunities for personal growth and acceptance of roles.

Job satisfaction was seen as deriving from personal fulfilment, student growth, recognition, and influence on young minds. Commitment extended beyond monetary considerations, emphasizing the importance of work culture and non-financial aspects. Participants emphasized their institutional impact, community engagement, and contributions to education.

Diverse interpretations of job satisfaction and professional growth were observed among participants, with some valuing intrinsic rewards and personal development, while others emphasized external recognition and career stability. These interpretations highlight the complexity of factors influencing job satisfaction and commitment among contract-of-service teaching personnel.

3. Implications

The study's empirical implications underscore the critical need for customized support strategies tailored to sustain commitment and job satisfaction among contract-of-service teaching personnel during career transitions. Mentorship programs, peer support networks, and professional development resources emerge as essential tools to guide educators through transitions and promote continuous learning. Addressing issues of time management and work-life balance is deemed crucial for sustaining job satisfaction and fostering positive teaching experiences. Moreover, institutions are encouraged to recognize and reward various teaching roles and responsibilities to cultivate a comprehensive and inclusive work culture. Integrating perspectives from organizational psychology, sociology, and human resource management is advocated to broaden the understanding of job satisfaction and commitment in educational settings. Ultimately, creating a supportive work environment with clear career advancement pathways and fostering open communication, teamwork, and effective leadership emerges as paramount for boosting job satisfaction and strengthening commitment.

From a theoretical standpoint, the study's findings align with various established frameworks, including organizational commitment theory, career transition theories, and social exchange theory, among others. The significance of organizational support during career transitions is highlighted, as illustrated by participants' experiences. Positive teaching experiences are found to reinforce commitment through the reciprocal relationship between dedication and recognition, while intrinsic motivation emerges as a crucial factor in sustaining enthusiasm for teaching despite external challenges.

Furthermore, the study underscores the importance of a supportive team environment in strengthening social identity within the institution, contributing to continuance commitment. Notably, job stability and institutional support are identified as significant factors in sustaining commitment, even within a contractual context. These theoretical insights provide a deeper understanding of the complex processes impacting commitment among contract-of-service teaching personnel, bridging the gap between theoretical frameworks and practical implications for higher education institutions.

4. Conclusion

Based on the results of the research, the researcher has reached the following conclusions:

4.1. Diverse Themes and Complex Commitment

The study on the experiences of contract-of-service teaching personnel at LUCs revealed a wide range of themes, indicating that commitment is a multifaceted phenomenon. Career transitions, teaching roles, and other interrelated dynamics within the educational landscape significantly influenced participants' narratives. Positive teaching experiences and relationships with colleagues and students played a crucial role in fostering commitment, while challenges related to time management, career goals, and employment uncertainty added complexity to their stories. Additionally, the participants expressed a strong desire for ongoing professional development and organizational support to navigate these challenges effectively.

4.2. Factors Contributing to Workplace Commitment

Several key themes emerged as contributing factors to the commitment of contract-of-service teaching personnel. Job satisfaction was closely intertwined with commitment, with personal satisfaction, compensation, job security, and workplace accessibility being critical elements. Professional growth and supportive work environments were also significant contributors, with participants highlighting the importance of intrinsic motivation, passion for teaching, and the

impact of their work on students. The study found that learning, adaptation, and innovative teaching strategies were vital in fostering commitment among contract-of-service teaching personnel, ensuring their dedication and effectiveness.

4.3. Interpretation of Contract-of-Service Teaching Experiences

Contract of service teachers' interpretations of their experiences encompassed a range of complex subjects. The integration of the theoretical framework provided depth to their interpretations, highlighting how these educators make sense of their experiences through continuous learning, mentorship, overcoming adversity, and holistic well-being considerations. Job satisfaction and commitment were often linked to fulfilment derived from teaching, recognition, and intrinsic motivation, extending beyond monetary considerations. The study also noted that challenges and uncertainties, such as job insecurity and balancing responsibilities, influenced participants' interpretations. Institutional impact, contributions to the community, and professional values added further depth to their perspectives. Contractual interpretations included evaluations, job stability aspirations, and the role of self-belief in shaping commitment. Overall, these factors played a significant role in shaping participants' commitment to their organization.

5. Recommendations

- *Develop Career Transition Programs*: Local universities and colleges should establish mentorship schemes and career counseling services to support contract-of-service teaching personnel during career transitions.
- *Formulate Policies for Job Satisfaction and Commitment*: Policymakers should focus on creating policies that enhance job satisfaction, compensation, job security, and career growth for contract-of-service teaching personnel.
- *Invest in Leadership and Organizational Development*: Educational administrators need to prioritize positive leadership and create a supportive work environment by investing in leadership training programs and initiatives to improve organizational culture.
- *Engage in Professional Development Opportunities*: Teachers should actively pursue continuous professional development to enhance their skills and knowledge, contributing to their overall job satisfaction and commitment.
- *Conduct Longitudinal Studies*: Future researchers should conduct longitudinal studies to track the career trajectories and commitment levels of contract-of-service teaching personnel, providing insights for targeted interventions.

6. Acknowledgement

7. References

i. Allen, N. J. & Meyer, J. P. (1990). *The measurement and antecedents of affective, continuance, and normative commitment to the organization*. Journal of Occupational and Organizational Psychology, 63, 1–18. Retrieved from: https://bpspsychub.onlinelibrary.wiley.com/doi/10.1111/j.2044-8325.1990.tb00506.x

ii. Al-Jabari, B. & Ghazzawi, I. (2019). *Organizational Commitment: A Review of the Conceptual and Empirical Literature and a Research Agenda*. International Leadership Journal "ILJ", 11(1), 78–119. Retrieved from: https://www.researchgate.net/publication/331635975_Organizational_Commitment_A_Review_of_the_Conceptual_and_Empirical_Literature_and_a_Research_Agenda

iii. Asiyah, S., Wiyono, B. B., Hidayah, N., & Supriyanto, A. (2021). *"The Effect of Professional Development, Innovative Work and Work Commitment on Quality of Teacher Learning in Elementary Schools of Indonesia."* European Journal of Educational Research, 10(95), 13. https://doi.org/10.14689/ejer.2021.95.13

iv. Bading, W. C. (2022). *Organizational Commitment of Teachers: Its Effects on the Performance of Students in the High Schools of Sanchez Mira, Cagayan*. AIDE Interdisciplinary Research Journal, 2. https://orcid.org/0000-0003-0601-6217

v. Barghani, Zahra Sonia. (2021). *The Role of Professional Development on Teachers' Organizational Citizenship Behavior and Motivation*. Dissertation Thesis. William Howard Taft University. Retrieved at: https://files.eric.ed.gov/fulltext/ED614964.pdf

vi. Bancoro, J. C. M. (2023). *The Impact of Organizational Commitment on the Job Satisfaction of College Teachers in the College of Business Administration of Negros Oriental State University*. European Archives of Journal of Medical Research, 2(4), Article 3715. https://doi.org/10.55927/eajmr.v2i4.3715

vii. Barghani, Z. S. (2021). *The Role of Professional Development on Teachers' Organizational Citizenship Behavior and Motivation*. Doctoral dissertation, William Howard Taft University.

viii. Batugal, Maria Leodevina. (2019). *Organizational Culture, Commitment and Job Satisfaction of Faculty in Private-Sectarian Higher Education Institutions (HEIs).* World Journal of Education. 9. 123. 10.5430/wje.v9n2p123.

ix. Bi, N. G., Shafack, R. M., & Nfon, N. F. (2023). *The Role of Passion in the Attainment of Teachers' Job Satisfaction in Public Secondary Schools in the South West and Littoral Regions of Cameroon.* Journal of Education and Practice, 7(7), 005. https://doi.org/10.36348/jaep.2023.v07i07.005

x. B.Bhandari, P. (2021). *Ethical Considerations in Research | Types & Examples.* Revised on June 22, 2023. Retrieved from: https://www.scribbr.com/methodology/research-ethics/

xi. Bransteter, E. (2021). *The Importance of School Culture.* Retrieved from: https://iaspireapp.com/resources/the-importance-of-school-culture

xii. Chambel, M. J., & Carvalho, V. S. (2022). *Commitment and Well-being: The Relationship Dilemma in a Two-Wave Study.* Frontiers in Psychology, 13, Article 816240. https://doi.org/10.3389/fpsyg.2022.816240

xiii. Commission on Higher Education (CHED). (2018). *CMO No. 9, Series of 2018: Guidelines and Procedures for the Establishment of Local Universities and Colleges through the Certificate of Authority to Establish.* Retrieved from: https://chedro1.com/wp-content/uploads/2019/06/CMO-No.9-s.-2018.pdf

xiv. Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Department of Family Medicine, University of Michigan: University of Alberta, Canada. Retrieved from: http://www.ceil-conicet.gov.ar/wp-content/uploads/2018/04/CRESWELLQualitative-Inquary-and-Research-Design-Creswell.pdf

xv. Crossman, A. (2020). *Understanding Purposive Sampling. An Overview of the Methods and Its Applications.* Retrieved from: https://www.thoughtco.com/purposive-sampling-3026727

xvi. De Vries, J. (2018). *The effect of organizational commitment on employee creativity: What is the role of a temporary work contract?* Master Thesis. Radboud University Nijmegen. Retrieved from: https://www.researchgate.net/profile/Youbo-Hou-2/publication/227388333_Organizational_Commitment_and_Creativity_the_Influence_of_Thinking_Styles/links/564c3c3508aeab8ed5e7c669/Organizational-Commitment-and-Creativity-the-Influence-of-Thinking-Styles.pdf

xvii. Department of Budget and Management. (2020). COA-DBM Joint Circular No. 2, Series of 2020. Retrieved from: https://www.dbm.gov.ph/wp-content/uploads/Issuances/2020/Joint-Circular/COA-DBM-JOINT-CIRCULAR-NO-2-S-2020.pdf

xviii. Diaz, J. V., Cañares, J. S., Pagalan, C. R., & Miranda, M. R. (2021). *Changing School Administration: Its Effect on Teachers' and Students' Performance.* Journal Name, Volume (Issue), Page Range.

xix. Doan, T. T. T., Nguyen, L. C. T., & Nguyen, T. D. N. (2020). *Emotional Intelligence and Project Success: The Roles of Transformational Leadership and Organizational Commitment. Journal of Advances in Finance, Economics, and Business*, 7(3), 223. https://doi.org/10.13106/jafeb.2020.vol7.no3.223

xx. Ellonen, Kim. (2020). *Organizational commitment: In an environment with continuous change.* Master's Thesis International Business Management. Core.ac.uk. Retrieved from: https://core.ac.uk/download/pdf/323462477.pdf

xxi. Filimonau V, Derqui B, Matute J. (2020). *The COVID-19 pandemic and organizational commitment of senior hotel managers.* Int J Hosp Manag. 2020 Oct; 91:102659. doi: 10.1016/j.ijhm.2020.102659. Epub 2020 Aug 31. PMID: 32904709; PMCID: PMC7458044.

xxii. Francisco, J. (2019). *Teacher's Involvement in Community Activities: Its Relation to Teaching Performance.* Ascendens Asia Journal of Multidisciplinary Research, 3(2I). Retrieved from: https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/7075

xxiii. Fuster, D. (2019). *Qualitative Research: Hermeneutical Phenomenological Method.* Propósitos y Representaciones, 7(1), 201–229. doi: http://dx.doi.org/10.20511/pyr2019.v7n1.267

xxiv. Gómez-Domínguez, V., Navarro-Mateu, D., Gómez-Domínguez, T., & Giménez-Espert, M. C. (2023). *How much do we care about teacher job insecurity during the pandemic? A bibliometric review.* Frontiers in Public Health, 11, 1098013. https://doi.org/10.3389/fpubh.2023.1098013

xxv. Graham, L. J., White, S. L. J., Cologon, K., & Pianta, R. C. (2020). *Do teachers' years of experience make a difference in the quality of teaching? Teaching and Teacher Education*, 96, 103190. https://doi.org/10.1016/j.tate.2020.103190

xxvi. Gul, R., Tahir, T., & Batool, T. (2021). *Impact of Teachers' Workload on Their Time Management Skills at University Level.* Indian Journal of Economics and Business, 20(3), 819–829. https://www.ashwinanokha.com/resources/ijeb%20v20-3-46.pdf

xxvii. Gutiérrez, O. I., Polo, J. D., Zambrano, M. J., & Molina, D. C. (2020). *Meta-analysis and scientific mapping of well-being and job performance.* The Spanish Journal of Psychology, 23(e43), 1–22. https://doi.org/10.1017/SJP.2020.40

xxviii. Hariri, Hasan, Sumintono, Bambang. (2020). *Teacher Commitment to Teaching.* Retrieved at: https://oxfordre.com/education/display/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-697

xxix. Hidayat, Tedi & Fahmy, Rahmi & Sari, Dessy & Fernando, Yudi & Mergeresa, Fineke. (2021*). COVID-19 Outbreak Effects on Leadership, Job Satisfaction, and Turnover Intention: A Mediating Model of Indonesian Banking Sector. International Journal of Industrial Engineering and Management.* 10. 113–128. 10.15282/ijim.10.1.2021.6011.

xxx. Houston, Kimberly (2022). *Qualitative data-collection methods*. Retrieved from: https://www.jotform.com/blog/qualitative-data-collection-methods/

xxxi. Ibrahim, A., & Aljneibi, F. (2022). *The influence of personal and work-related factors on teachers' commitment during educational change: A study on UAE public schools.* Heliyon, 8(11), e11333. https://doi.org/10.1016/j.heliyon.2022.e11333

xxxii. Kim. J (2020). *Impact of the perceived threat of COVID-19 on variety-seeking Australas.* Market J., 28 (3) (2020), pp. 108–116. https://doi.org/10.1016/j.ausmj.2020.07.001

xxxiii. Low, E. L., Goh, S.-E., & Tan, J. S. Y. (2022). *The Future of Work in Education: Teachers' Professional Commitment in a Changing World*. New England Journal of Public Policy, 34(1), Article 8. Nanyang Technological University, Singapore. https://scholarworks.umb.edu/nejpp/vol34/iss1/8

xxxiv. Lu W, Liu X, Liu S and Qin C (2021). *Job Security and Organizational Citizenship Behaviors in Chinese Hybrid Employment Context: Organizational Identification versus Psychological Contract Breach Perspective Differences across Employment Status*. Front. Psychol. 12:627934. doi: 10.3389/fpsyg.2021.627934

xxxv. Ma, Dongmin. (2022). *The Role of Motivation and Commitment in Teachers' Professional Identity*. Retrieved at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9231583/

xxxvi. Main, Paul. (2023). *Social Constructionism.* Retrieved from: *https://www.structural-learning.com/post/social-constructionism*

xxxvii. Marschall, A. (2023). *What to Know About Existentialism—Philosophy and Existential Therapy*. Retrieved from: https://www.verywellmind.com/what-is-existentialism-5667161

xxxviii. Martinez, J., & McAbee, S. (2020). *School Administrator Support of Teachers: A Systematic Review (2000-2019)*. ICPEL Education Leadership Review, 21(1), ISSN: 1532–0723. University of Tennessee, Knoxville. https://files.eric.ed.gov/fulltext/EJ1279817.pdf

xxxix. Melaku, Sewagegn & Hundii, Tigist. (2020). *Factors Affecting Teacher's Job Satisfaction in the Case of Wachemo University*. International Journal of Psychological Studies. 12. 28. 10.5539/ijps.v12n3p28.

xl. Muda, Agatha Lamentan, Chan Yuen Fook. (2020). *Psychological Empowerment and Organisational Commitment among Academic Staff of Public* Universities in Malaysia. Retrieved from: https://files.eric.ed.gov/fulltext/EJ1267354.pdf

xli. Neubauer, B.E., Witkop, C.T. & Varpio, L. *How phenomenology can help us learn from the experiences of others.* Perspect Med Educ 8, 90–97 (2019). https://doi.org/10.1007/s40037-019-0509-2

xlii. Özkan, U. B., & Akgenç, E. (2022). *Teachers' Job Satisfaction: Multilevel Analyses of Teacher, School, and Principal Effects*. Journal Name, Volume (Issue), Page Range. https://files.eric.ed.gov/fulltext/EJ1353601.pdf

xliii. Okekeocha, N. C., & Ezinine, R. U. (2021). *Interpersonal Relationships as Correlates of Teachers' Job Satisfaction in Public Secondary Schools in Awka Education Zone of Anambra State*. Journal of Educational Research and Development, 4(2), 121–129. ISSN (Print): 2682–5201. https://educationalresearchdevelopmentjournal.com/index.php/JERD/article/download/45/50

xliv. Ruggeri, K., Garcia-Garzon, E., Maguire, Á. et al. (2020). *Well-being is more than happiness and life satisfaction: a multidimensional analysis of 21 countries. Health Qual Life Outcomes* 18, 192 (2020). https://doi.org/10.1186/s12955-020-01423-y

xlv. Pacheco, Tyler & Coulombe, Simon & Khalil, Christine & Meunier, Sophie & Doucerain, Marina & Auger, Emilie & Cox, Emily. (2020). *Job security and the promotion of workers' well-being amid the COVID-19 pandemic: A study with Canadian workers one to two weeks after the initiation of social distancing measures*. International Journal of Well-being. 10. 58–76. https://internationaljournalofwellbeing.org/index.php/ijow/article/view/1321/933

xlvi. Pan H-LW. (2023). *The Catalysts for Sustaining Teacher Commitment: An Analysis of Teacher Preparedness and Professional Learning*. *Sustainability*. 15(6):4918. https://doi.org/10.3390/su15064918

xlvii. Panigrahi, S. K., & Al-Nashash, H. M. (2019). *Quality Work Ethics and Job Satisfaction: An Empirical Analysis.* Quality - Access to Success, 20(168), 41–47. doi:10.2139/ssrn.3515072

xlviii. Poliquit, W. M., Ferrater-Gimena, J. A. O., Etcuban, J. O., & Gamaya, J. C. (2018). *Grasping the Organizational Commitment of Employees in a Higher Educational Institution in the Philippines*. University of the Visayas; University of Cebu; Cebu Institute of Technology - University. DOI:10.30845/ijbss.v9n7p6

xlix. Price, Heather E. (2021). *Principal-teacher relationships: foregrounding the international importance of principals' social relationships for school learning climates.* Journal of Educational Administration, published June 1, 2021. DOI:10.1108/JEA-11-2014-0134

l. Pulat, Ö., Başal, A., & Yildiz Technical University. (2023). *Career adaptability in transition: The role of online engagement in prospective English language teachers' careers. Retrieved from: https://www.researchgate.net/publication/376313999_Career_adaptability_in_transition_The_role_of_online_engagement_in_prospective_English_language_teachers'_careers*

li. Sezen-Gultekin G, Bayrakcı M, Limon İ. (2021). *The Mediating Role of Organizational Commitment on the Relationship between Emotional Labor and Work Engagement of Teachers*. Front Psychol. 2021 Jul 5; 12:648404. doi: 10.3389/fpsyg.2021.648404. PMID: 34290645; PMCID: PMC8287209.

lii. Said RM, El-Shafei DA. (2020) *Occupational stress, job satisfaction, and intent to leave: nurses working on front lines during COVID-19 pandemic in Zagazig City, Egypt.* Environ Sci Pollut Res Int. 2021 Feb; 28(7):8791-8801. doi: 10.1007/s11356-020-11235-8. Epub 2020 Oct 17. PMID: 33067794; PMCID: PMC7567651.

liii.   Sadikin, A., Andriana, E., Manap, A., Ramli, A., & Hendrajaya. (2023). *The Analysis of Relationship between Job Satisfaction and Working Environment of Teachers in Islamic Private School*. Journal of Education Research, 10(3), 123–145. https://doi.org/xxxxxxxx

liv.   Serin, H. (2023). *Effective Teaching: Passion and Commitment*. International Journal of Social Sciences & Educational Studies, 10(3), 60. ISSN 2520-0968 (Online), ISSN 2409–1294 (Print). Retrieved from: https://ijsses.tiu.edu.iq/wp-content/uploads/2023/06/Effective-Teaching-Passion-and-Commitment.pdf

lv.   Shuls, V. James, Flores, M. Joshua (2020*). Improving Teacher Retention through Support and Development*, Journal of Educational Leadership and Policy Studies, 4(1) Retrieved from:
https://files.eric.ed.gov/fulltext/EJ1282763.pdf

lvi.   Sun, H.-L., Sun, T., Sha, F.-Y., Gu, X.-Y., Hou, X.-R., Zhu, F.-Y., & Fang, P.-T. (2022). *The Influence of Teacher-Student Interaction on the Effects of Online Learning: Based on a Serial Mediating Model*. Frontiers in Psychology, 13. https://doi.org/10.3389/fpsyg.2022.779217

lvii.   Suparna, Dade; Noor, Juliansyah. (2021). *The Mediating Role of Commitment Organizational Dimensions between Job Involvement on Employee Performance: A Cross-Sectional Study*. APMBA (Asia Pacific Management and Business Application), [S.l.], v. 9, n. 3, p. pp. 297-312, Apr. 2021. ISSN 2615-2010. Retrieved from: https://apmba.ub.ac.id/index.php/apmba/article/view/430.

lviii. Tenny, S., Brannan, J. M., & Brannan, G. D. (2022). *Qualitative Study*. In StatPearls [Internet]. National Institutes of Health, National Library of Medicine. Retrieved from: https://www.ncbi.nlm.nih.gov/books/NBK470395/

lix.   Toosi, K., Bakhtiary, M., & Salehi, F. (2020). The Relationship of Job Security with Organizational Commitment and Counterproductive Behaviors. Journal of Industrial and Organizational Psychology Studies, 1, 2–3. https://doi.org/10.22055/jiops.2020.32051.1165

lx.   Uy, John, Opalla Ivan, RheaLyn Cabasa Melyza Palacio Maria Torrefiel Alyssa Cabantud April Cabezas Louiez Magnaye Mhycah Maluenda Lea Fernandez (2019). *Customers' Perception on the Trustworthiness of Electronic Commerce: A Qualitative Study*. Retrieved from: https://osf.io/msdpg/download.

lxi.   Van Manen, M. (2016). Phenomenology of Practice: Meaning-Giving Methods in Phenomenological Research and Writing (1st ed.). New York: Routledge. DOI: https://doi.org/10.4324/9781315422657

lxii.   Wegener, L. (2023). *Student-Teacher Relationships in University Settings: What Do Students Perceive as Boundaries in Their Relationship With Their Teachers?* (BSc Thesis PSY No. 202000381). Faculty of Behavioural, Management and Social Sciences (BMS), University of Twente. Retrieved from:
https://essay.utwente.nl/95227/1/Wegener_BA_BMS.pdf