QUANTIFYING RELATIONSHIP BETWEEN WORKPLACE FACTORS AND ORGANIZATIONAL COMMITMENT AMONG COLLEGE INSTRUCTORS

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ABSTRACT

This study investigates the impact of workplace factors on organizational commitment among instructors at Davao Oriental State University's Faculty of Teacher Education (FTEd) using the Three-Component Model of Commitment, which examines affective, continuance, and normative dimensions. A correlational research design analyzed survey responses from 60 randomly selected instructors, revealing a significant positive relationship (Pearson's r = 0.700, p < .001) between workplace factors and organizational commitment. Job security and flexible work arrangements were highly rated, while leadership responsiveness, workload management, and resource availability emerged as areas needing improvement. Affective commitment was the strongest dimension, reflecting instructors' pride and emotional attachment to the institution, while continuance commitment highlighted gaps in job satisfaction and retention incentives. Normative commitment revealed a sense of loyalty and gratitude. The study underscores the need to improve leadership practices, workload management, and career development to enhance organizational commitment, contributing valuable insights to employee retention and satisfaction in educational institutions.

Keywords: *educational administration, job security, compensation and benefits, work-life balance, career development opportunity, leadership and management, work environment, affective commitment, continuance commitment, normative commitment, correlational research*

Chapter I

INTRODUCTION

The Problem and its Background

In any organization, committed employees are crucial for organizational success due to their significant positive impact. Retaining employees is challenging due to job dissatisfaction caused by factors like ineffective company policies, poor leadership and management, strained workplace relationships, unfavorable working conditions, and low pay, which can demotivate staff (Viray, et al., 2023). Additionally, toxic work environments contribute to employee turnover (James, 2012). Different factors in the workplace may influence employee loyalty. Further, some employees may voluntarily leave for superior positions, and some may be let go for underperformance. This creates two forms of turnover: Voluntary and involuntary.

The study identified organizational commitment as a crucial factor influencing teacher performance in vocational schools in Bali, Indonesia along with supportive leadership, strong work values, and organizational culture. The findings suggest that workplace factors like strong leadership, ethical practices, and a positive culture directly enhance performance, while organizational commitment acts as a link, indirectly enhancing the influence of these

factors. Consequently, schools can boost teacher performance by fostering an environment that strengthens commitment and these workplace dynamics (Wayan, et al., 2024).

Moreover, many private educational institutions in the Philippines struggle to maintain faculty commitment. There is evidence of a mass exodus of private school teachers and into public schools. This is primarily because of inadequate compensation and benefits, substandard work environments, and status of the teaching post being reduced in some private educational institutions. The overall broad nature of this trend affects private schools such as the St. Paul University System (SPUS). Consequently, private schools, SPUS among them, have to grapple with retention and workplace fulfillment concerns facing instructors in private faith-based higher education (Batugal, 2019).

In Davao region, as articulated by Almagro (2024), teachers are the most important profession for the future of the nation and yet, dissatisfaction and poor performance continue to plague educators. Revolutionary changes at global, national and local levels emphasize the significance of understanding and resolving those factors in the workplace that significantly impact dedication to organizations which leads to further developments in education.

At Davao Oriental State University, positive workplace factors like supportive leadership and management, career development opportunities, a favorable work environment, job security, and a healthy work-life balance can strengthen organizational commitment, leading to higher commitment and loyalty. However, these factors were sometimes deprived to the employees to enjoy, and can diminish organizational commitment, causing employee disengagement and higher turnover intentions. A collaborative and inclusive work environment typically enhances employees' sense of belonging, fostering a stronger emotional connection to the institution. Conversely, unresolved conflicts or unclear expectations can erode trust and weaken commitment. Balancing these factors is the key to maintaining a motivated and committed workforce at the university.

Organizational commitment in education has been extensively studied by the different researchers, and yet, most studies articulate only in one variable such as job satisfaction. Neglecting the other angles of the study in which still leaves doubtable result in their studies that further investigation is necessary. The researcher wants to dig deeper on the reasons how workplace factors significantly affect the commitment of the instructors. By focusing on the universities like Davao Oriental State University (DOrSU), the study will contribute valuable insights to this underdeveloped area.

Review of Related Literature

An employee's feeling of belonging and commitment to their company is significantly impacted by various workplace factors. Gaining insight into these connections is vital for institutions striving to foster a committed member. This study explores the complex connections between organizational commitment and key workplace elements, aiming to shed light on elements that strengthen or weaken employee dedication. Organizations can implement certain strategies to cultivate a strong sense of commitment among their employees by looking at these relationships.

Workplace Factors. Workplace factors are organizational elements influencing employee behavior, satisfaction, and performance (Ning, et al, 2014). These comprise a broad scope of conditions, from physical environment to organizational culture and leadership. While research can vary in specific factors examined, their influence on employee welfare and job performance outcomes is consistent.

In fact, Ning et al. (2014) examined the connection between employees' satisfaction and organizational commitment, highlighting the significance of workplace factors in molding employee attitudes and actions. Although their study focused on a specific set of factors, it underscores the broader influence of workplace conditions on employee experiences.

Moreover, the study of Pow and Wong (2017) examined factors that affect the level of teachers' participation in professional development activities. Drawing from theories of adult learning and social psychological work stress, the study discovered that organizational and personal factors, including environmental and work-related obstacles, had a major impact on teachers' organizational commitment. Identifying those workplace influences is particularly important for institutions that want to improve staff retention, commitment and overall effectiveness. Through identifying and resolving key workplace factors, organizations can cultivate positive work environments that value both employees and the organization (Ning, et al, 2014).

The impact of the workplace on participation in formal education is multifaceted. Workplace factors influence a person's character, sense of self, and aspirations (Burch-Parker, 2021) and may provide chances for advancement and beneficial progress. This ultimately fosters a greater sense of self-direction, independence, and receptiveness to new experiences, including a propensity for pursuing higher education. In general, learning in the workplace has the potential to enhance human abilities (Evans, et al, 2011).

Job Security. In the study of Mosaybian and Jafari (2017), the feeling of predictability and certainty people have when their needs and desires are met is known as job security. This sense of security is based on individual's

capacity to guard one's existing resources, along with belief in their ability to make a living going forward. Indeed, job security is frequently linked with the right to work until retirement. Security is a base level need and we have a hierarchy of needs in general. Psychological theories underline the fundamental importance of security and consider security as a crucial element in a person's life. This has been discussed in many studies, notably the one conducted by Wiener and his co-workers in which they analyzed the challenges and conflicts of managers in the global context. Their study looked at those four constructs, as well as diversity, capability, workplace culture, staff excellence, job fulfillment, and commitment to the organization. The study had discovered that job satisfaction increase is significant when workplace culture is improved and salaries increase, which eventually reinforces organizational commitment. On top of that, occupational stability is very directly related with commitment to the organization.

As revealed by Akpan (2013), job security significantly influences organizational commitment among university teachers. While both employment stability and workplace fulfillment have an effect on organizational commitment, job security is essential in ensuring stability and commitment in the long term towards an organization. Job security strengthens trust and dedication to the institution and loyalty toward the company. This itself requires university management and government authorities to resist to do anything with potential reduction of job security, as actions in this regard can dilute teachers' commitment to their institutions.

Among the numerous factors, job security is considered to be the finest attitudinal determinants of lecturers' organizational commitment (Ashraf, 2020). Additionally, Wang and Rashid (2022) reported that instructors with strong employment stability are well-engaged at work which encourages felt better off staying with the organization. In addition, those lecturers with high job satisfaction are often actively committed to implementing organization plans and supporting the organization aims and targets implementation (Erdogan & Cavli, 2019). It indicates that commitment to the organization increases over time, as people become more satisfied with several facets of the company.

Moreover, Ashraf (2020) revealed that job security has a complete mediation in the link between pay structure and commitment to the organization and possesses a limited mediation regarding the connection among demographics and organizational commitment of the lecturers. Also, few studies have demonstrated that, when it comes to educators' job performance, job security significantly moderates the relationships between work involvement, leadership, learning environment, workplace culture, institutional support, school atmosphere, and work-life harmony (Claudia, 2018; Fitriyana et al., 2016). Additionally, work satisfaction acts as a moderating element for the detrimental impact of employment uncertainty on organizational commitment (Li et al., 2017). This means that workplace fulfillment not only enhances positive impacts of different organizational behavior factors on organizational commitment but also reduces the negative impacts as well.

Workers who view higher degrees of job security are likely to exhibit higher loyalty, identification, and involvement with their organizations (Li et al, 2021). As highlighted by Kwabiah et al (2016), job security is perceived on two dimensions; the threat to one's general employment and the risk to specific job aspects. The primary dimension relates to the fear of entire job loss. Promotion may take many forms, including being demoted to a lower role, reassigned to another equivalent role at the institution, or temporarily dismissed. On the opposite end of spectrum there might be job loss, which in its most extreme form leads to being let go or forced into an early retirement. Organizational changes, too, can fuel uncertainty about the future of an entire department or division, raising the stakes for job cuts.

Compensation and Benefits. Remuneration and rewards are essential for employees to sustain their livelihood. Thus, directly to intend to create a supportive work environment, organizations must ensure equitable compensation. As Mathis and Jackson (2012) state, compensation is a primary motivator for employees and affects their decision to work for a specific organization. As defined by Hasibuan (2012), compensation and benefits are everything received by employees in the form of money or other tangible and intangible things as payment for services rendered to the organization. Moreover, Hasibuan (2012) categorize compensation into two main types: (1) Direct financial compensation, which includes earnings like salaries, wages, and perks offered by the organization to enhance employee well-being, such as retirement plans, vacation time, and health benefits.

A well-designed compensation package helps to lead to better employee retention since those that feel adequately compensated are expected to remain dedicated and loyal to the institution. According to social exchange theory, employees will be more committed and behave favorably toward the organization when they believe they are being fairly compensated for their efforts (Handoko, 2011). Similarly, as stated by Rianaa and Wirasedanaa (2016), compensation holds a crucial part in maintaining the dedication and engagement of employees in organizational activities. Highly committed employees are also likely to show effort that is needed to support the organization's strategic edge and to cultivate relationships with customers.

According to Rubel and Kee (2015), insufficient compensation leads to dissatisfaction among personnel, which may directly affect the organization through unmet objectives and increased absenteeism. Their results further

suggest that compensation has a positive and significant impact on job satisfaction, such that increased wages incentivize employees to perform above their reservation effort level, as opposed to lower wages. Thus, organizations need to implement more efficient compensation strategies.

Work-Life Balance. Maintaining a good quality of life, encouraging healthy connections with family and social surrounds, and meeting employer expectations are all ways to achieve a balance between work and life (Ekinci & Sabancı, 2020). According to Altıok-Gürel (2018), work-life balance can be defined as the degree of dedication in both the professional and personal domains, but it is also considered as attaining success in one's health, career, and personal life. Work-life balance is also impacted by job-related factors like role ambiguity, excessive workload, role conflict, organizational management, employee participation in management, job security, and other organizational elements, as well as personal factors like gender, education, and career planning (Ballıca, 2010). Harmony between work and family life is disrupted by the failure to balance work and life, which has behavioral, physical, and psychological implications.

The performance of teachers is incredibly complicated human behavior. Additionally, teacher effectiveness is not obvious, and achieving a work-life balance (WLB) continues to be among the greatest obstacles teachers face. This is a delicate balancing act that must be achieved to successfully perform their roles and their responsibilities. Teaching is a profession that not only requires "lifelong learning" but one where professional growth often lives outside of the walls of a classroom and outside of the realm of a classroom. The work-life balance of teachers has been the subject of numerous scientific investigations. For example, studies show that teachers' job performance is significantly impacted by work-life balance (Johari et al., 2018).

Work-Life Balance (WLB) is the balance between work and personal life, or the alignment of work, personal, and family life (Doğan, 2013); it is the ability to maintain control over one's own duties (Thulasimani et al., 2010). The phrase "work-life balance" (WLB) refers to an individual's existence within an organization where they are totally focused on their work during working hours and completely involved with their personal life during free time (Sharma, 2020).

Employees and the organization both gain when work-life balance (WLB) is maintained. In actuality, employees with low WLB are more likely to experience burnout and a stronger desire to leave the company (Boamah et al., 2022), as well as lower organizational commitment regarding working conditions (Ahmed, 2019), career commitment, career satisfaction, and life satisfaction (Günes & Özan, 2022). From an individual standpoint, it offers advantages including increased productivity, better work performance, stronger relationships both inside and outside the company, and a greater balance and value in one's personal life. On the other hand, stress and health problems like heart disease, sleep disorders, melancholy, irritability, and exhaustion might result from consistently juggling job and personal obligations (Thulasimani et al., 2010).

Accordingly, when an individual's work life starts impacting their family life, and family life affects their work life, it becomes difficult to maintain a work-life balance. This mismatch of roles between areas can lead to work-life conflict (Adni, 2023). In addition, given the arising issues related to work-life balance of teachers, with changing nature of workplaces, environmental challenges and global standards, work-life balance of teachers has become an urgent international discussion. This phenomenon is also building in the growing demands placed on teachers, with many teachers being given or taking on excess tasks outside of their job description. To avoid logjams, the integration of multiple roles must be well-balanced. In short, work-life balance is now or never. The work-life balance refers to an individual's capacity, to maintain a healthy equilibrium between work and personal life (Delecta, 2011).

Furthermore, Yildirim and Senel (2023) underline the importance of maintaining a balanced and fulfilling work life in order to improve one's quality of life. Hence, maintaining a work and life balance is necessary for creating both a personal and professional life in harmony. Work-life balance is the distribution of an individual's expectations in their job and the ambitions they have in their personal life, which is crucial in determining how we structure our day-to-day life. It is also defined as the capacity to balance one's professional and personal lives in a way that promotes well-being and contentment.

According to Adni et al (2023), balancing time ideally, which is very much associated to their management of work & personal life. Managing time effectively involves planning and deliberately controlling the time allocated to specific activities. Prioritizing and managing time can mitigate work-related stress. Research indicates a strong correlation between job stress and time management skills. Conversely, engagement balance is simply the equilibrium between the investment of psychological effort and presence toward the work and personal domains of life.

Under-engagement as well as over-engagement can result in clinical depression, clinical stress, mental fatigue, concentrating difficulties, and a lack of anger management in high-stress circumstances, which collectively can become severe clinical debilitation both physically as well as mentally, along with an altered state of behavioral variations. When teachers manage a work-life balance, it helps them perform better in their personal and professional lives. Not only does strong work performance make them more effective, it also earns incentives from school

administration. In fact, there is evidence of a strong linkage between teachers work life balance and teaching effectiveness (Yildirim & Senel, 2023).

The work-life balance is a point of fundamental for organizations who can build this virtue to support the excellence and career development of the individual performing for them. Work Life Balance is the task for the Organization to maintain a work; home appearance. To enable this, organizations often offer tools like flexible work schedules, dependent support and well-being management or family leave administration. (Johari, et al, 2018).

Career Development Opportunity. The career development process consists of self-discovery, career exploration, and career planning and management. Work-based learning and other hands-on activities help young people build and perfect these abilities. Integrating career development into young leadership programs provides learners with the necessary skills to find work, make educated professional decisions, create goals, and successfully navigate their careers throughout time (Spencer et al., 2018).

In the research of Kudrinskaia et al, it has been declared that national variations exist in how the concept of "career" is studied worldwide (Kudrinskaia et al, 2020). A study of scholarly research identified two career development approaches: The Japanese model, where employees advance by shifting roles within the same company, and the American model, where career progression occurs through moving between different companies. (Panina et al, 2017).

A professional path, or in simple way a career is the series of connected employment opportunities in a person's life. Career development does not start when someone is hired, it starts when someone picks a field to enter. Hence choosing the best profession is the key to build a prosperous professional path. As correctly stated by Sotnikova and Sotnikov (2019), achieving career-related is impossible without resolving conflicts between the individual and the other members of their professional community. The biological, psychological, and socio-economic phases of evolution do not progress in lock step. Hence everyone has their own career path. Different types of professional career have been classified based on the relationships of these three aspects of development (Sotnikova & Sotnikov, 2019).

In conversations with students, they acknowledged that a college education in and of itself does not guarantee much. They stated that studying management and creativity in a variety of areas is crucial for determining career pathways. In conversations with Accra Technical University students and faculty, it was clear that while they saw education as crucial, they expected it to be only part of the economic success puzzle. When they were asked whether they were contributing to the nation's infrastructure and service sectors, they all agreed, stressing their contributions to employment and the building of social services that respond to local needs. They said that gaining funding to bring these initiatives to fruition was extremely challenging but said that they were hopeful to form partnerships outside of their country to back their efforts of furthering their country (Cisneros, 2020). Workplace training enhances employees' problem-solving abilities and fosters commitment by equipping them with valuable job-related skills, increasing the chance that they will continue working for their employer (Chen & Hong, 2016).

While personal advancement lies within each individual's control, fostering a spirit of continual growth and discovery across an organization requires collective buy-in. Self-directed learning grants autonomy yet demands mutual accountability, for an innovative culture flourishes only when all contributors feel empowered and enabled to refine their skills on an unending basis. Moreover, whereas employees own their own progression, establishing a supportive infrastructure for companywide development and retraining better positions all to uncover novel pathways, transform roles as needed, and propel the shared vision forward through flexibility and renewal (Bünnagel, 2012).

Leadership and Management. Effective leadership and management are essential for building organizational commitment. Leaders and managers who foster a supportive work environment, motivate employees, and offer chances for advancement and are more probable to create a dedicated and engaged workforce. Transactional leadership, focusing on contingent rewards and performance management, can also contribute to organizational commitment, especially when coupled with supportive behaviors (Yukl, 2010).

A strong bond between leaders and their personnel can significantly raise commitment. A supportive and persuasive boss can inspire workers to remain in their roles, whereas absence of unity and inadequate administration may result in decreased motivation, poor morale, and ultimately, staff turnover. In addition, a manager's style significantly impacts employee loyalty (Budhiraja & Malhotra, 2013). An authoritarian leadership approach, which depends on authority and intimidation while precluding workers from decision-making, can build a negative work environment and compel employees away. However, a democratic leadership tactic, which involves workers in certain determinations, is usually more constructive. The most appropriate leadership approach relies on the organizational context, as adaptable leaders who modify their method to suit the environment and workforce are more likely to retain employees. A charismatic leader who treats all personnel with equal dignity and respect is most apt to cultivate a cohesive work culture where people want to stay. But leadership is just one piece of the retention puzzle - a positive, supportive team atmosphere with opportunities for growth can also inspire loyalty among dedicated staff.

The influence of leadership and management in inspiring diligent employees or teams is essential for retention. As Armstrong (2012) notes, "Leadership and management means getting individuals to deliver their best performance in pursuit of a goal" This involves creating and communicating a vision, motivating others, engaging. Further, studies have covered the implications of leadership behaviors on commitment levels of employees in the organization. The way one handles the process and lead through it makes a big difference between success or failure, and sometimes the last is why employees leave (Budhiraja & Malhotra, 2013).

According to Achinewhu-Nworgu and Nworgu (2023), Effective leadership and management play an important role in hiring and selection, contributing to employee retention, along with well-designed talent management strategies. Leaders must recognize the significance of implementing positive policies and practical recruitment strategies that attract and retain employees. For instance, hiring the right candidates and establishing retention measures can enhance workforce stability. However, non-traditional universities face challenges in recruiting educators, often relying on industry professionals to teach and manage education. This transition can be difficult, as managing education differs from running a business, leading to higher turnover rates. To improve employee commitment, educational leaders and managers must adopt a structured and strategic approach to teacher recruitment and selection.

Furthermore, Wayan et al. (2024), center around leadership and organizational commitment as important drivers of performance in educational organizations. The Servant Leadership promotes the Organizational Commitment which leads to Individual Performance (Teacher Performance in our context). Moreover, organizational commitment fosters and improves the relationship between servant leadership and teacher outcomes. These findings indicate that school leaders adopting a servant leadership model can create greater commitment within their staff, and thus higher levels of performance. By prioritizing leadership strategies that can ensure employee well-being and growth, organizations can strengthen their commitment and pursue the shared goals more effectively.

Moreover, Memela and Ramrathan (2022) define school leadership as a set of activities that foster good impact, progress, and advancement among people and groups in pursuit of a common purpose. This suggests that an effective leader should prioritize the well-being of their team rather than acting out of self-interest. Additionally, a leader's actions should function as a wellspring of encouragement, guiding followers toward the achievement of shared objectives. Likewise, Fomunyam (2017) characterizes leadership as the ability to mobilize others to accomplish remarkable outcomes. These scholars stress that leadership is about transforming values into concrete actions, turning vision into reality, and converting challenges into opportunities for innovation. Moreover, leadership fosters unity, turns risks into rewards, and creates an environment where obstacles become stepping stones to success (Ntombela, 2024).

A specialized type of leadership, management is concerned with accomplishing organizational goals. Contrarily, leadership occurs whenever someone seeks to affect the behavior of another person or group, for whatever cause. According to Ntombela (2024), this effect could satisfy individual demands or group objectives that might not coincide with the organization's objectives. Additionally, Memela and Ramrathan (2022) describe leadership as a combination of innate qualities, a focus on people, inspiration, and a commitment to doing what is right, even in challenging situations. Leadership requires individuals with specific talents and abilities rather than those who simply occupy authoritative positions for self-interest or privilege (Spaull, 2013).

In order to accomplish shared educational goals, school leadership and management entail organizing and focusing the abilities and efforts of educators, learners, and parents (Memela & Ramrathan, 2022). Leading the entire school community, the principle is in charge of administrative tasks and keeps an eye on both employees and students. Maintaining student discipline, assessing teachers, drafting new rules, revising existing ones, obtaining money, overseeing the school budget, and other responsibilities are among the responsibilities of a principal (Meador, 2021). Notwithstanding these many responsibilities, the principal's primary duty is leadership.

A school principal serves as the key leader within a school and must effectively fulfill this role, understanding that their leadership impacts teachers, parents, learners, and overall academic performance. The significance of principal leadership in South Africa was officially recognized by the Department of Basic Education (DBE) in the 2015 South African Standard for Principalship (SASP). During the apartheid era, principals primarily acted as collaborators; however, with the transition to a democratic education system, principals now hold a crucial leadership position that directly influences both learner achievement and overall school performance. The principal's leadership style and approach to guiding the school in curriculum delivery and learning outcomes play a significant role in shaping student success (Lunenburg, 2010).

Work Environment. Research has repeatedly demonstrated a significant correlation linking the workplace atmosphere to employees' dedication to the organization. Employee happiness, job engagement, and a sense of belonging are all increased in a positive and encouraging workplace atmosphere, which eventually strengthens loyalty

to the company. Conversely, a toxic workplace can lead to dissatisfaction and demotivation among employees (James, 2012).

Furthermore, numerous studies in the literature highlight the significance of the work environment in shaping employee commitment. Menon and Athanasoula-Reppa (2011) recognized multiple contributing elements, such as the educational environment, engagement of essential stakeholders, assistance and instruction, involvement in administrative decisions, academic and institutional advancement, career growth, and working conditions. Their findings revealed that experienced teachers exhibited notably higher job satisfaction, particularly in relation to stakeholder involvement and engagement in school management.

Additionally, Kim et al. (2019) discovered that a school leader's supervision in instruction has a significant impact on educators' participation in career advancement activities. They suggested that by establishing professional networks where teachers may exchange classroom management techniques, try out novel teaching philosophies, and talk about lesson planning, school administrators can provide educators additional chances to work together. Similarly, Gülbahar (2020) discovered a strong correlation between perceived supervisor support and factors such workplace fulfillment, institutional success, and professional involvement.

Moreover, according to Darling-Hammond et al. (2020), student performance and educational outcomes are significantly shaped by the relationships that exist between educators, guardians, and educational institutions. Their study highlighted those cooperative efforts among educators, including exchanging instructional methods, designing course content, engaging in career growth opportunities, and taking part in institutional decisions, enhance instructional effectiveness and increase teacher longevity. More recently, Hsieh et al. (2021) emphasized that school leadership, workplace atmosphere, and strong family-educator partnerships greatly influence instructional effectiveness and dedication to the institution. Additionally, García-Crespo et al. (2021) stated that perseverance in education is strongly affected by a secure learning atmosphere and structured classroom management.

Research indicates that individual traits, including professional factors like educational experience, credentials, and skill development, contribute to teachers' workplace fulfillment. Klassen and Chiu (2011) proposed that strong instructional and classroom management skills enhance teachers' commitment to their profession. Similarly, Ingersoll and May (2012) discovered that educators with greater confidence in classroom management and applying teaching methods are more likely to have increased workplace fulfillment and reduced attrition levels. Additionally, Rosenberg et al. (2021) discovered that participation in a learner-centered mentoring program positively influenced teachers' attitudes through professional development.

Consequently, Sims (2020) identified a significant connection between educators' workplace fulfillment and long-term employment, emphasizing the importance of adequate training in subject matter and opportunities for career advancement within the school. It was reported by Maren et al. (2021) that educators who received exceptional teaching support, limited focus on evaluation and exploration, and meaningful educational discussions exhibited higher workplace fulfillment. Additionally, Smet et al. (2022) applied a multilevel approach to examine how the working environment affects teachers' commitment, revealing that diversity in teaching and assistance for students with unique learning requirements were essential contributing elements.

Additionally, research has indicated that individual factors, including sex, teaching tenure, and employment status, contribute to educators' workplace fulfillment. In fact, Salami (2011) evaluated educators' perspectives on cross-disciplinary instruction and discovered that women educators expressed lower workplace fulfillment and more unfavorable views on instruction and collaboration. Similarly, Klassen and Chiu (2011) also reported that female teachers experienced higher levels of stress related to workload, student behavior, and classroom management. Furtherly, Daryanto (2014) investigated the impact of personal attributes, job-related conditions, and professional growth on educator fulfillment, uncovering a negative correlation between workplace satisfaction and inconsistencies within these elements.

Employee happiness may also be influenced by personal or collective characteristics and circumstances. Psychological capital and perceptions of virtue are considered key factors in explaining workplace happiness (Schultz et al., 2015). Organizations that cultivate an encouraging and inclusive workplace atmosphere tend to attain desirable outcomes, as employees in such settings exhibit numerous positive attributes.

Organizations with satisfied employees often promote more favorable personality traits, resulting in enhanced workplace performance, increased job fulfillment, and greater overall life contentment (Sun et al., 2019). Employees in such environments experience a better quality of life and develop stronger confidence in their abilities (Critchley & Gibbs, 2012). Additionally, Waters (2011) found that incorporating positive psychology practices in school workplaces enhances well-being, strengthens relationships, and boosts performance. Conversely, organizations lacking a positive work environment are more likely to face undesirable outcomes. Research indicates that negative personality traits are more prevalent among unhappy employees (Doğan, 2013), along with increased employee

loneliness, organizational silence, workforce turnover, and elevated experiences of anxiety and mood disorders (Kidger et al., 2021).

Organizational Commitment. Significantly, organizational commitment also serves as a linking factor among key elements such as leadership, institutional learning, and lecturers' intention to leave their positions (Li et al., 2021). As a result, this concept has been widely studied across various industries for an extended period (WeiBo et al., 2010). Conversely, insufficient dedication from lecturers may lead to substantial adverse effects on higher education institutions (HEIs). Lecturers with low commitment may put in minimal effort, actively seek opportunities elsewhere, or even take on secondary jobs, leading to declines in work ethic, dedication, and academic integrity (Tsui, 2013). This, in turn, can affect the overall standards of HEIs and China's higher education framework. Therefore, HEIs should consistently implement approaches to strengthen faculty dedication to the organization.

Organizational commitment signifies a person's degree of dedication and involvement in achieving an institution's diverse objectives (Çokluk & Yılmaz, 2010). Employees with strong organizational commitment tend to be more satisfied and productive in their roles (Cerit, 2010). As cited by Malik et al (2010), this concept is composed of three key dimensions of commitment: Affective, continuance, and normative.

An employee's emotional connection and voluntary engagement to the organization are reflected in their affective commitment; when they are happy and in line with the organization's objectives, they are more likely to stick around (Choong et al., 2012). Continuance commitment is centered on an workers' awareness of the advantages of staying in the institution, where they weigh the costs of leaving against the benefits of remaining (Choong et al., 2012). People who have a strong sense of normative commitment continue with the organization even when they are under a lot of pressure because they feel a moral obligation to do so (Choong et al., 2012).

Furthermore, the concept of commitment is often linked to loyalty, dedication, and devotion to an organization. Every organization relies on the commitment of its employees, who, in return, invest their efforts in the organization's success. In educational institutions, this commitment extends to fostering the intellectual development of the nation (Babaoglan, 2016). Organizational commitment has been found to impact a range of employee perspectives and actions, with one of its most evident outcomes being the intention to remain within the organization (Guzeller & Celiker, 2019). Additionally, organizational commitment enhances workplace fulfillment, subsequently leading to better job performance and increased productivity (Wong & Laschinger, 2015). In the context of education, teachers' organizational commitment indirectly strengthens teacher efficacy, leading to greater student success and enhanced institutional performance (Anderson, 2017).

Organizational commitment encompasses qualities such as upholding institutional values, embracing organizational goals, demonstrating dedication to the institution, and maintaining long-term engagement (Polat & İskender, 2018).

As cited by Malik et al (2010), organizational commitment is a mental state that links a person to their institution. It is analyzed through three key dimensions of commitment: Affective, normative, and continuance.

Affective Commitment. This form of commitment occurs when an individual completely accepts the institution's ideas and is intrinsically motivated to be a part of it. It symbolizes an employee's emotional connection and sense of belonging to the institution. Those with deep emotional attachments stay because they genuinely want to and find personal fulfillment in their profession. They are more likely to go above and above their responsibilities to help the organization succeed (Malik et al., 2010).

This form of commitment is characterized by a strong emotional bond between the person and the organization, a great sense of loyalty, and enthusiasm. Since affective commitment is linked to higher levels of motivation and production, it is thought to be the most advantageous kind of commitment. Employees who possess affective commitment often demonstrate a proactive mindset and a positive approach to their work (Ekhsan, 2019).

Continuance Commitment. This form of commitment develops when staff members perceive their professional growth, seniority, and benefits in the as valuable and are unwilling to lose them. As a result, they may remain with the organization even if they are not fully satisfied. Continuance commitment occurs when employees regard their privileges, advancement prospects, and compensation as difficult to replace or obtain elsewhere (Malik et al., 2010).

This type of commitment develops when a worker stays with a company due to the perceived high cost of leaving. These costs may be financial, such as losing salary and benefits, or non-financial, like limited job opportunities elsewhere. Employees may stay because they feel they have invested significant time or resources or fear losing their professional connections. Continuance commitment is pragmatic, as individuals assess the risks and benefits of leaving, often deciding to stay due to the substantial disadvantages of departure. It is closely tied to a rational decision-making process (Malik et al., 2010).

Normative Commitment. This form of commitment stems from a worker's feeling of obligation toward their institution. It reflects a deep internalization of the institution's objectives and duties, driven by the belief that staying

is the ethical and rightful choice. Normative commitment occurs when employees believe they have a moral obligation to stay with the organization (Malik et al., 2010).

This form of commitment indicates an employee's perceived duty to remain with the organization. Those with strong normative commitment feel obligated to remain due to moral or because the organization has invested in their growth. This feeling of obligation may stem from a feeling of indebtedness for training or career opportunities provided by the organization. Employees may also believe that leaving would breach social or psychological contracts established within the workplace. Unlike affective commitment, normative commitment is driven less by personal desire and more by the perceived obligation to reciprocate the organization's support and loyalty (Malik et al., 2010).

Theoretical Framework

This study is anchored in commitment theory, which comprises three components, as cited by Malik et al (2010). The theory suggests that organizational commitment is a multifaceted concept consisting of affective, continuance, and normative commitment. Normative commitment stems from a sense of obligation to stay, continuance commitment is based on the perceived costs of leaving, and affective commitment is a reflection of an employee's emotional tie to the organization (Malik et al., 2010). This framework is relevant to the study as it offers a thorough perspective for examining the elements that influence employees' commitment to their organization.

The dependent variable in this study is organizational commitment, which measures how much employees support and care about the organization. On the other hand, the independent variables in the workplace factors are things like leadership and management style, compensation and benefits, work environment, career development opportunities, job security, and work-life balance. It is hypothesized that these factors affect how committed employees are to the organization.

Job security represents a worker's view of job stability, whereas work-life balance pertains to striking the right equilibrium between personal and professional responsibilities. Career development opportunities encompass avenues for growth and advancement within the company, whereas leadership and management relate to the efficiency of leadership and managerial strategies. The work environment covers both the physical and psychological aspects of the workplace, while compensation and benefits strengthen employees' motivation. These independent variables are anticipated to interact and collectively influence organizational commitment.

The interplay between the independent variables and organizational commitment is complex. For instance, high job security can positively influence affective commitment by fostering a sense of belongingness. Conversely, a poor work-life balance might decrease continuance commitment due to increased stress and burnout. Effective leadership and a supportive work environment can enhance both affective and normative commitment by creating a positive organizational culture. Ultimately, the combined effect of these workplace factors had been determined the general degree of employee commitment to the organization.

Figure 1. Conceptual Framework
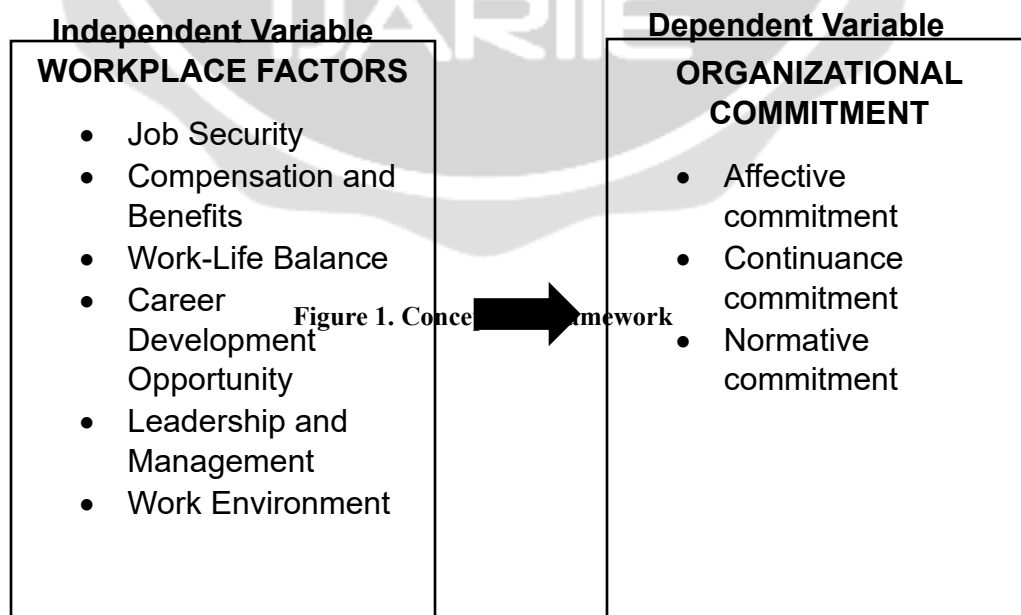
Statement of the Problem

This study attempted to determine the effect of workplace factors on the organizational commitment of instructors within a Faculty of Teacher Education (FTEd) at Davao Oriental State University. This study was guided by the following questions:

1. What is the level of workplace factors of FTEd instructors at Davao Oriental State University in terms of:
   1.1 Job Security
   1.2 Compensation and Benefits
   1.3 Work-Life Balance
   1.4 Career Development Opportunity
   1.5 Leadership and Management
   1.6 Work Environment?
2. What is the level of organizational commitment of FTEd instructors at Davao Oriental State University in terms of:
   2.1 Affective commitment
   2.2 Continuance commitment
   2.3 Normative commitment
3. Is there a significant relationship between workplace factors and the organizational commitment of FTEd instructors at Davao Oriental State University?

Null Hypotheses

In order to treat problems extensively and answer objectively, the researcher established a null hypothesis. The level of significance, typically set at 0.05, determined the threshold for rejecting this assumption.

Ho1. There is no significant relationship between the workplace factors and the organizational commitment of the respondents.

Scope and Delimitation of the Study

This research investigated the relationship between workplace experiences and instructors' organizational commitment to Davao Oriental State University (DOrSU). The study solely targeted 60 FTEd instructors, excluding part-time or non-teaching staff. It focused on how elements such as work-life balance, career development opportunities, job security, compensation and benefits, leadership and management, and work environment related to an instructor's commitment to the university. While the research explored various aspects of these workplace factors and organizational commitment (e.g., emotional attachment, dependence, or obligation), it acknowledged limitations. The data collection timeframe and chosen sample population may not have captured long-term trends or fully represented the entire FTEd instructor body at DOrSU. Additionally, external influences beyond the chosen workplace factors may not have been fully accounted for. Nevertheless, by clearly defining its scope and limitations, the research aimed to deliver meaningful perspectives into the relationship between workplace experiences and instructor dedication at DOrSU.

The study also considered various aspects of instructors' personal information that could impact their commitment to the organization, such as their parents' educational background, parents' income, gender, age, and current location. Each respondent was selected through universal sampling techniques and given the same questionnaire to answer. This research focused on the instructors of the academic year 2024-2025.

Significance of the study

The results of this study were beneficial to the following individuals:

Students. The results of this study on the effects of workplace factors would have significant implications on the work performance of instructors in which students benefited by improving the standard of their education, resulting to improve academic achievements and a more positive attitude towards learning.

Instructors. The findings of this study would be beneficial to the instructors since they were the direct contact of the principals and whatever was the outcome of the Deans/Heads' leadership, they were the ones receiving such. They were able to work efficiently because of proper encouragement from their heads.

School Administrators. The findings of the study would serve as a strong guidepost in the improvement of the basic functions and duties of the institution deans/heads, contributing to the achievement of the school's goals and objectives.

Future Researchers. The findings of this study would have substantial implications for future research in the field of educational leadership and management. Specifically, the study underscored the vital role of workplace factors on organizational commitment in shaping the work performance of instructors.

Definition of Terms

The following terms were defined operationally:

Affective Commitment. This term refers to an employee's emotional connection, sense of identification, and active engagement within the institution.

Continuance Commitment. This term refers to an individual's recognition of the potential consequences of leaving the institution.

Career Development Opportunity. This term refers to opportunities that enable individuals to enhance their professionalism through continued education and skill development.

Compensation and Benefits. This term emphasizes the renumeration and rewards that increase employee satisfaction, loyalty, and retention through fair supportive incentives.

Job Security. This term refers to a person's perception of stability in preserving their current assets and the confidence in their ability to generate future income.

Leadership and Management. This term emphasizes vision, motivation, future planning, and the groups and individuals within the institution who develop systems and processes crucial for the seamless daily operations of the institution.

Normative Commitment. This term refers to a feeling of obligation or accountability to stay with the institution.

Organizational Commitment. This term describes commitment as a set of internal emotional forces that drive individuals to behave in a manner that corresponds with their organization's objectives and interests.

Work Environment. This term describes the setting, social dynamics, and physical conditions in which individuals carry out their work.

Work-Life Balance. This term refers to the balance between the time people commit to their jobs and the time they devote to personal pursuits, such as spending time with loved ones or following hobbies and interests.

Workplace Factors. This term refers to any factors that influence an employee's capacity to carry out their job effectively and impact their engagement and sense of fulfillment at work, whether positively or negatively.

Chapter II

METHODS

This chapter presents the research design, research locale, research respondents, research instruments, role of the researcher, research procedure, data analysis, and statistical treatment of data.

Research Design

This study utilized correlational study, which is a form of quantitative method. Furthermore, quantitative methods stress objective measurements and statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, as well as the use of existing statistical data through computing approaches. This research method prioritizes gathering numerical data in order to generalize findings across populations or explain specific phenomena.

A correlational study, according to Cheprasov (2019), is a type of research design that aims at examining the relationships between naturally occurring variables. Simply put, correlational research seeks to determine whether two or more variables have a significant connection.

This method of research measures a relationship between two or more variables and provides an indication on how the variables predict with another to measure the workplace factors in relation to organizational commitment of instructors.

Research Locale

This study was conducted at Davao Oriental State University Main Campus, situated in Guang-guang, Dahican, Mati City, Davao Oriental. Mati City, located in Davao Oriental, Philippines, has a rich history that dates back to its pre-colonial indigenous communities, including the Mandaya and Kalagan tribes, who thrived through agriculture and coastal trade. During the Spanish colonial period, Mati experienced minimal foreign influence but saw significant agricultural and logging developments during the American era. The city faced disruptions during World War II but later underwent rapid urbanization, ultimately achieving chartered city status in 1969.

Today, it flourishes as an autonomous local government unit, experiencing rapid modernization, economic development, and a vibrant cultural landscape shaped by diverse ethnic groups and migrants.

Mati City is a treasure trove of captivating tourist spots that showcase the region's natural beauty and cultural richness. Among its famous attractions is Dahican Beach, renowned for its pristine white sand, clear blue waters, and excellent surfing and skimboarding opportunities. The iconic Sleeping Dinosaur rock formation along the coast is a must-see, offering a unique geological marvel and stunning panoramic views.

For a glimpse into the region's biodiversity and heritage, visitors can explore the Subangan Museum, featuring interactive exhibits and artifacts. Pujada Island beckons with its unspoiled beaches, coral reefs, and marine life, perfect for snorkeling and diving adventures. Capitol View Park and Baywalk Boulevard provide scenic vistas and relaxing waterfront experiences, while San Victor Island offers a secluded paradise for beach lovers and nature enthusiasts. These diverse tourist spots in Mati City make it an ideal destination for travelers seeking a blend of natural wonders, cultural discoveries, and outdoor activities in the Philippines.

Moreover, in Mati, we find the premier university in the Davao Region, Davao Oriental State University. It was established through Republic Act No. 11033, signed into law by President Rodrigo Roa Duterte at Malacañang Palace on May 28, 2018. Its conversion is an end-product of House Bill 7007 authored by Congress Representative and Senate Bill 1617 was successfully laid the groundwork for the University conversion, sustained by his successor, later named the first University President.

Leading this historic milestone were the collaborative efforts of the University Conversion Technical Working Team, in coordination with CHED Regional Office XI, alongside university faculty, staff, students, Local Government Units (LGUs), and other stakeholders. They diligently worked to meet the requirements for enrollment and program offerings, faculty qualifications, research capabilities, learning resources and support structures, as well as linkages and outreach. Their dedication played a crucial role in the CHED Commission En Banc's (CEB) issuance of Resolution No. 293-2021 on May 26, 2021, officially certifying DOrSU's full compliance with university standards.

With its conversion, the university aims to actively contribute to nation-building by providing superior technological education and conducting creative research, extension, and manufacturing activities in a variety of scientific and technology sectors. It is critical in developing professionals and specialists who will drive progress in

the Davao Region and beyond. Its charter mandates the offering of undergraduate, graduate, and postgraduate programs in diverse disciplines, such as agriculture and environmental studies, pure and applied sciences, behavioral and social sciences, law, culture and arts, tourism, business, nautical science and maritime transportation, industrial technology, engineering, education and teacher training, communication and information technology, health sciences, developmental management and leadership, and other specialized fields.

The university's rich history dates back to 1972 with the founding of Mati Community College (MCC). To expand its reach and provide greater opportunities for the residents of Davao Oriental and neighboring provinces, it was later converted into the Davao Oriental State College of Science and Technology (DOSCST) through Republic Act No. 6807 on December 13, 1989. In 1991, the college relocated to its present 10-hectare campus in Guang-Guang, Dahican, City of Mati. Over the years, the institution extended its services across Davao Oriental, establishing campuses in San Isidro in November 1997, Cateel in June 1999, and Banaybanay in June 2015.
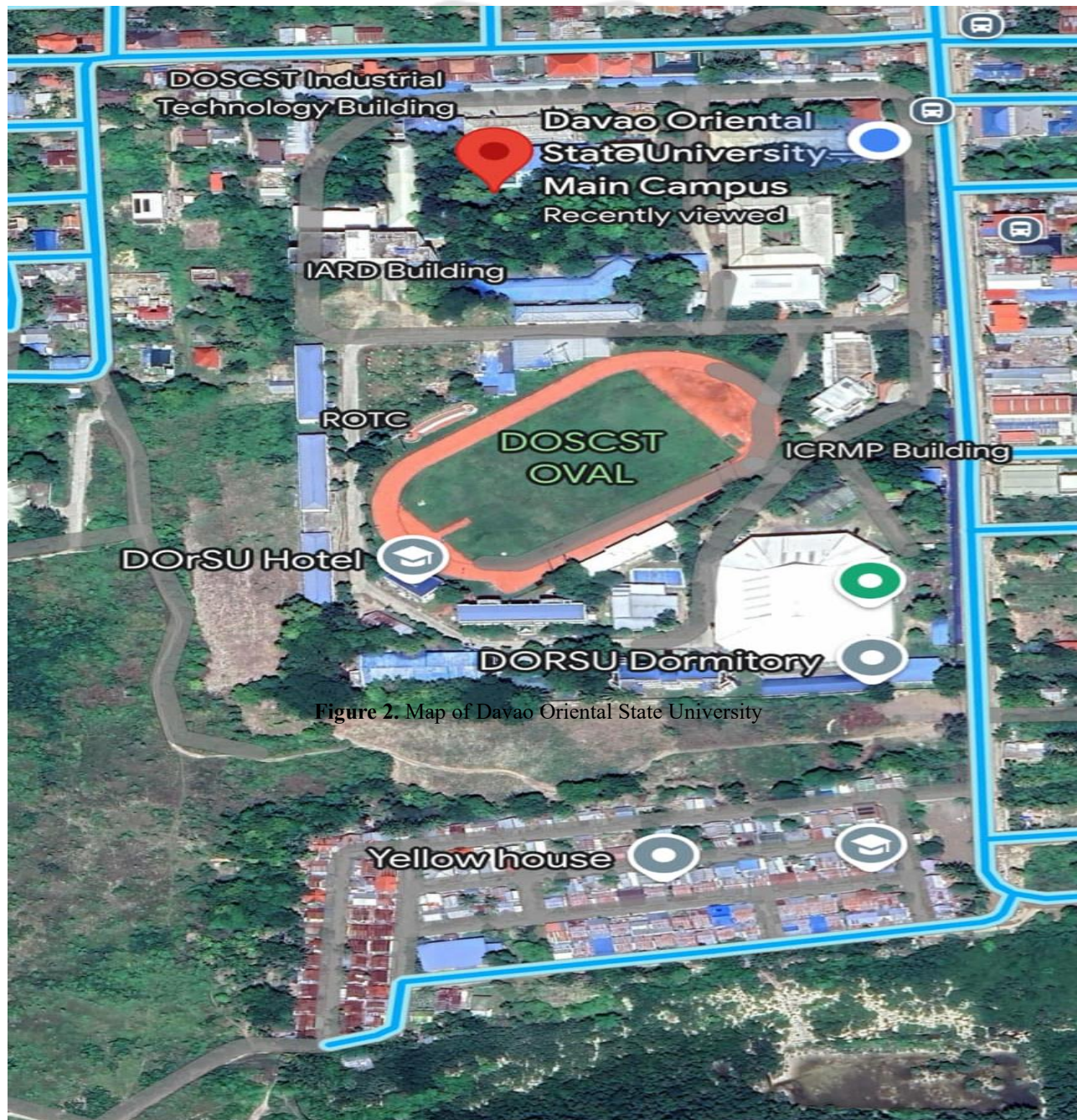

Figure 2. Map of Davao Oriental State University

Research Respondents

The respondents of the researcher in the study were 60 Faculty of Teacher Education instructors of Davao Oriental State University, Mati City, Davao Oriental.

The selection of the respondents was determined through a universal sampling technique. It was the basic technique where the entire population is included in a study rather than selecting a subset. This means that every individual who meets the study criteria is examined, eliminating the need for sampling.

Research Instrument

This research utilized adapted research instruments from Ning et al. (2014), consisting of 45 questions to measure respondents' organizational commitment among instructors. These instruments were evaluated by a team of specialists for content validation to uphold their appropriateness for the study's scope. Moreover, reliability testing was performed to determine the stability of the selected research tools. Pilot testing and item analysis were also carried out for the test prepared by the researcher. The preliminary test included a suitable number of instructors who were not part of the research respondents.

Furthermore, the Workplace Factors Questionnaire dealt with workplace factors. Each item was assessed using a 5-point Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, and 5 = Strongly Agree. The scale outlined below was utilized to evaluate and determine the degree of workplace factors and organizational commitment:

Parameter Limits	Descriptive Equivalent	Interpretation
4.50- 5.00	High	This means that workplace factors and organizational commitment are excellent.
3.50- 4.49	Above Average	This means that workplace factors and organizational commitment are very satisfactory.
2.50-3.49	Average	This means that workplace factors and organizational commitment are satisfactory.
1.50-2.49	Below Average	This means that workplace factors and organizational commitment are fairly satisfactory.
1.00-1.49	Low	This means that workplace factors and organizational commitment did not meet the expectation.

Validation of Research Instruments

The construction of the research instrument was presented to the investigator's validators and research mentor for feedback and recommendations. The investigator's adapted questionnaire was used for the administration and data gathering from the respondents of the pre-determined study group during its prescribed schedules. Cronbach's alpha was utilized for item analysis and reliability testing, while validity was assessed using the appropriate statistical formulas. The pilot testing of the research instrument helped the investigator ensure the effective implementation of the study.

Data Collection Procedure

In conducting the study, steps and procedures were followed to gather data from the respondents.

Firstly, an ethical consent was prioritized and ensured by conducting comprehensive reviews of all proposals, safeguarding the rights, welfare, and confidentiality of stakeholders, and upholding the highest ethical standards in every decision made by the Ethics Review Committee.

Next, after completing the research technical and ethics review, approval from the Dean of the Graduate School was secured. This endorsement letter, attached to a request letter, was then submitted to the Office of the President of Davao Oriental State University. Once approval was granted, a copy of the endorsed letter was forwarded to the institution.

A gatekeeper, typically the Dean, helped identify individuals who fulfilled the inclusion requirements. Respondents were given informed consent forms, detailing the research focus, voluntary participation, and the researcher's contact information, in both English and the local dialect. Signatures, whether electronic or scanned, were obtained as proof of consent.

The research tools were validated by a team of specialists. After validation and approval, informed consent was secured from respondents through printed copies or Google Forms. An orientation on the research and safety guidelines was carried out via video calls, phone calls, or face-to-face meetings. Printed questionnaires were delivered to respondents in sanitized envelopes by the dean and were retrieved the following week from a designated collection area.

The filled-out questionnaires were retrieved, tallied, and recorded. The tabulated data was presented to the school's statistician for statistical treatment.

Statistical Treatment of Data

Mean. It refers to the average value of a set of numbers and is recognized as the most commonly used measure of central tendency (Sykes & Gani, 2016). This was used to evaluate how workplace factors influenced instructors' organizational commitment

Pearson's Correlation Coefficient is a statistical tool used to measure the strength and direction of the linear relationship between two variables. The coefficient assessed the presence of a statistically significant relationship and indicated whether it was positive or negative (Field, 2013). It was used to analyze the correlation between workplace factors and organizational commitment through SPSS.

Ethical Considerations

In conducting the study on the connection between workplace factors and organizational commitment, the researcher adhered to rigorous ethical guidelines to ensure the protection of participants' rights, dignity, and privacy. The research process was guided by the following ethical considerations to maintain the integrity and social value of the study.

Social Value. The researcher ensured that the study's design, methodology, and data collection methods were aligned with its primary objectives. In examining the relationships between workplace factors and organizational commitment of instructors. The research holds social significance as it can inform educational practices, support teacher professional development, and refine teaching strategies. The findings were intended to be shared with educational stakeholders, such as school administrators and teacher training programs, to offer insights into how enhancing instructors' dedication to remain in the organization. Ultimately, the study aims to contribute to a more comprehensive knowledge of successful educational approaches that promote student achievement.

Informed Consent. Involvement in this study was completely voluntary, with participants providing informed consent before taking part. The researcher ensured that all participants, were completely aware of the study's purpose, scope, processes, and potential implications. Organization was briefed on how the study assesses the dedication of their instructors, while participants understood the evaluation of their motivation levels. Additionally, participants were notified that they had the right to withdraw from the study at any time, without any repercussions, ensuring that their participation is free from coercion.

Risks, Benefits, and Safety. The researcher took necessary precautions to protect participants from any harm throughout the study. Data collection was conducted in a secure and controlled environment, such as the school premises, ensuring the comfort of the instructors. To mitigate potential risks related to sharing personal beliefs or perceptions of performance, strict confidentiality protocols were enforced. Participants were provided with complete information regarding the potential benefits of the study, particularly in enhancing the commitment of instructors in the organization. This transparency aimed to help participants understand the practical significance of their involvement in the research.

Privacy and Confidentiality of Information. Ensuring confidentiality and privacy was a fundamental priority throughout the research process. All personal information and survey responses were securely stored and accessible only to the researcher. No identifying details of participants were revealed, and all data were anonymized before analysis. The results were presented in an aggregated format, ensuring that individual responses could not be linked to specific participants. Additionally, participants were provided with the opportunity to assess the preliminary findings to confirm the accuracy of their responses. These confidentiality measures aimed to promote honest and unbiased participation.

Justice. The principle of justice would guide the selection of participants and the data collection procedures. Instructors would be selected based on the study's requirements, ensuring a representative sample from Davao Oriental State University without favoritism or bias. This includes ensuring diversity in terms of age, gender, and status to

reflect the instructor demographics. This approach ensures that the findings remain applicable across various educational settings, contributing to achieve a more profound understanding of the relationship between workplace factors and organizational commitment among college instructors.

Chapter III

RESULTS

This chapter presents the result obtained from the gathered data in workplace factors and organizational commitment.

Workplace Factors

This section presents the results of workplace factors according to job security, compensation and benefits, work-life balance, career development opportunities. leadership and management, and work environment.

Job Security. Table 1 shows the level of workplace factors in terms of job security.

Table 1
Workplace Factors in terms of Job Security

Indicators	Mean	Quality Index
1. I feel confident that my job is secure in this organization.	4.45	Above average
2. I believe the company provides stable employment for its employees.	4.30	Above average
3. I am not worried about losing my job in the near future.	3.70	Above average
4. My job security has improved over time in this organization.	4.20	Above average
5. The organization values long-term employment for its workers.	4.42	Above average
Weighted Mean	**4.21**	**Above average**

Table 1 reflected a positive perception of workplace factors related to job security, with a total weighted mean of 4.21, categorized as above average. Employees express strong confidence in their job security, as shown by the high mean score of 4.45 for feeling secure in their current roles. They also believed that the organization provides stable employment opportunities, with a mean score of 4.30, and value the organization's commitment to long-term employment, which scored 4.42. Additionally, employees feel their job security has improved over time, scoring 4.20. Employees' lack of fear about losing their jobs in the near future, which earned a mean of 3.70, is significantly lower in confidence, but still considered above average. These results indicate a generally strong and positive sense of job security among employees, with minor concerns about immediate risks that may warrant further attention.

Compensation and Benefits. Table 2 shows the level of workplace factors in terms of compensation and benefits.

Table 2
Workplace Factors in terms of Compensation and Benefits

Indicators	Mean	Quality Index
1. I am satisfied with my overall compensation package (salary, bonuses, etc.).	4.32	Above average
2. The benefits provided by the organization (health insurance, retirement plans, etc.) meet my needs.	4.00	Above average
3. I believe my compensation reflects the level of work and responsibility I have.	3.95	Above average
4. The organization offers competitive compensation compared to similar companies.	4.02	Above average
5. I feel that my pay is fair given my experience and performance.	4.08	Above average
Weighted Mean	**4.07**	**Above average**

Table 2 indicated that employees view workplace factors related to compensation and benefits positively, with a total weighted mean of 4.07, categorized as above average. Employees express the highest satisfaction with their overall compensation package, including salary and bonuses, which scored a mean of 4.32. With a mean score of 4.00, benefits like health insurance and retirement plans are likewise well-received and satisfy the needs of

employees. The organization's pay is seen as competitive compared to similar companies/institutions, reflected in a mean score of 4.02, and employees generally feel their pay is fair given their experience and performance, scoring 4.08. However, a slightly lower score of 3.95 indicates room for improvement in ensuring compensation aligns with the level of work and responsibilities. The organization's compensation and benefits are well-regarded, though attention to aligning pay with job roles could further enhance employee satisfaction.

Work-Life Balance. Table 3 shows the level of workplace factors in terms of work-life balance.

Table 3
Workplace Factor in terms of Work-Life Balance

Indicators	Mean	Quality Index
1. I am able to balance my work and personal life effectively.	3.93	Above average
2. The organization supports my need for time away from work.	3.90	Above average
3. My workload allows me to maintain a healthy work-life balance.	3.90	Above average
4. The organization offers flexible work arrangements to support work-life balance.	4.25	Above average
5. I feel satisfied with the amount of time I have for personal activities.	3.92	Above average
Weighted Mean	**3.98**	**Above average**

Table 3 indicated that workplace factors related to work-life balance are generally rated positively, with a total weighted mean of 3.98, categorized as above average. Employees indicate they can successfully manage the demands of their jobs alongside their personal lives, reflected in a mean score of 3.93. Similarly, satisfaction with the amount of time available for personal activities scored 3.92, and both the organization's support for time away from work and the manageability of workloads scored 3.90, indicating above-average perceptions in these areas. Notably, the highest-rated factor is the availability of flexible work arrangements, with a mean score of 4.25, highlighting the organization's actions aimed at helping employees manage their professional and personal lives effectively through adaptability. While the overall results are positive, the slightly lower scores in workload manageability and personal time availability suggest potential areas for further enhancement to optimize employees' work-life balance.

Career Development Opportunities. Table 4 shows the level of workplace factors in terms of career development opportunities.

Table 4
Workplace Factor in terms of Career Development Opportunities

Indicators	Mean	Quality Index
1. I have opportunities for career growth within the organization.	4.25	Above average
2. The company invests in my professional development.	3.82	Above average
3. I receive adequate training to advance in my career here.	3.70	Above average
4. The organization provides mentorship or guidance for my career development.	3.70	Above average
5. I am satisfied with the career advancement opportunities available to me.	3.78	Above average
Weighted Mean	**3.85**	**Above average**

Table 4 highlights that workplace factors related to career development opportunities are generally viewed positively, with a total weighted mean of 3.85, categorized as above average. Employees feel the organization offers significant chances for professional advancement, as indicated by the highest mean score of 4.25. However, other aspects, such as satisfaction with career advancement opportunities (3.78) and the organization's investment in professional development (3.82), receive slightly lower ratings, though still categorized as above average. Training and mentorship opportunities for career advancement scored equally at 3.70, suggesting room for improvement in providing structured support and guidance. While employees appreciate the career growth opportunities available, enhancing training, mentorship, and professional development initiatives could further strengthen perceptions of career development within the organization.

Leadership and Management. Table 5 shows the level of workplace factors in terms of leadership and management.

Table 5
Workplace Factor in terms of Leadership and Management

Indicators	Mean	Quality Index
1. I trust the leadership to make decisions that benefit the organization and its employees.	3.93	Above average
2. The management team communicates effectively with employees.	3.60	Above average
3. I receive the necessary support from my supervisor to do my job well.	4.02	Above average
4. Leadership is transparent about organizational changes and goals.	3.67	Above average
5. The management team is responsive to employee concerns.	3.50	Above average
Weighted Mean	**3.74**	**Above average**

Table 5 reflected that workplace factors related to leadership and management are perceived as above average, with an overall weighted mean of 3.74. Employee trust their leaders to make decisions that benefit both the organization and its people, as evidenced by a mean score of 3.93. Supervisors are viewed positively for providing the necessary support for employees to perform well, achieving the highest score of 4.02. However, areas such as effective communication by the management team (3.60) and leadership transparency about organizational changes and goals (3.67) received slightly lower, though still above-average, ratings. The lowest-rated indicator, at 3.50, is the management team's responsiveness to employee concerns, highlighting an opportunity for improvement. While leadership and management are generally well-regarded, addressing communication gaps and increasing responsiveness to employee feedback could further enhance their effectiveness and employees' trust.

Work Environment. Table 6 shows the level of workplace factors in terms of work environment.

Table 6
Workplace Factor in terms of Work Environment

Indicators	Mean	Quality Index
1. The physical workspace is comfortable and supports my productivity.	3.73	Above average
2. I feel safe in my work environment.	4.02	Above average
3. My work environment fosters teamwork and collaboration.	4.03	Above average
4. The organization provides the tools and resources I need to do my job effectively.	3.68	Above average
5. The work environment is inclusive and welcoming.	4.13	Above average
Weighted Mean	**3.92**	**Above average**

Table 6 indicated that workplace factors related to the work environment are rated as above average, with a total weighted mean of 3.92. Employees feel the work environment is inclusive and welcoming, which received the highest mean score of 4.13, reflecting strong positive sentiment. Employees typically feel comfortable in their workplace, rating 4.02, and teamwork and collaboration are also well-supported, with a mean score of 4.03. The physical workspace is rated positively for comfort and productivity, with a mean score of 3.73, while the provision of tools and resources needed for effective job performance scored slightly lower at 3.68. These results highlight an overall positive perception of the work environment, with some opportunities to enhance resource availability and physical workspace comfort to further improve employee satisfaction.

The level of Organizational Commitment

This section presents the results of the organizational commitment of the respondents in terms of affective commitment, continuance commitment and normative commitment.

Affective Commitment. Table 7 shows the level of organizational commitment in terms of affective commitment.

Table 7
Affective Commitment

Indicators	Mean	Quality Index
1. I feel a strong sense of belonging to this organization.	4.15	Above average
2. I am proud to work for this organization.	4.30	Above average

	Mean	Quality Index
3. I would feel emotionally attached if I had to leave this organization.	3.80	Above average
4. I enjoy discussing my organization with others.	4.05	Above average
5. I feel a part of the organization's family.	4.07	Above average
Weighted Mean	**4.07**	**Above average**

Table 7 demonstrated that affective commitment, a crucial component of organizational commitment, was evaluated positively, with an overall weighted mean of 4.07, which is higher than the average. Employees have a strong sense of belonging to the organization, as evidenced by a mean score of 4.15, and they are proud to be a part of it, scoring the highest at 4.30. They also love talking about their organization with others (4.05) and have a family tie to it (4.07). While slightly lower, the 3.80 score for emotional attachment upon departing implies that employees maintain a strong connection to the organization. The findings indicate a high level of affective commitment, with employees strongly identifying with and valuing their relationship with the organization.

Continuance Commitment. Table 8 shows the level of organizational commitment in terms of continuance commitment.

Table 8
Continuance Commitment

Indicators	Mean	Quality Index
1. It would be very difficult for me to leave this organization now.	3.72	Above average
2. I am afraid of what might happen if I left the organization without another job lined up.	3.68	Above average
3. Too much of my life would be disrupted if I decided to leave my organization now.	3.48	Average
4. I feel that leaving this organization would make it harder to find another job with the same benefits.	3.43	Average
5. The advantages of staying with this organization outweigh those of leaving.	3.67	Above average
Weighted Mean	**3.60**	**Above average**

Table 8 indicated that continuance commitment, a component of organizational commitment, is rated as above average, with an overall weighted mean of 3.60. Employees acknowledge that leaving the organization would be challenging, as reflected in a mean score of 3.72, and express concerns about leaving without another job secured, scoring 3.68. Additionally, the perceived advantages of staying with the organization over leaving received a mean score of 3.67, reinforcing the positive sentiment. However, scores for the potential disruption to their lives (3.48) and the difficulty of finding comparable benefits elsewhere (3.43) are lower, falling into the average category. These results suggest that while employees generally see value in staying with the organization, the strength of their continuance commitment could be bolstered by addressing factors that enhance the perceived benefits and reduce the challenges associated with remaining.

Normative Commitment. Table 9 shows the level of organizational commitment in terms of normative commitment.

Table 9
Normative Commitment

Indicators	Mean	Quality Index
1. I feel an obligation to remain with this organization.	3.67	Above average
2. I would feel guilty if I left this organization right now.	3.63	Above average
3. I believe that it is morally right to remain with this organization.	3.80	Above average
4. I feel a responsibility to continue working here due to the loyalty I have received.	3.60	Above average
5. I owe it to this organization to stay for the foreseeable future.	3.90	Above average
Weighted Mean	**3.72**	**Above average**

Table 9 demonstrated that normative commitment, a dimension of organizational commitment, is rated as above average, with a total weighted mean of 3.72. Employees experience a powerful feeling of ethical duty to remain with the organization, as reflected in the highest mean score of 3.90 for feeling they owe it to the organization to remain for the foreseeable future. They also believe it is morally right to stay (3.80) and have a general obligation to stick with the organization (3.67). Additionally, employees' express feelings of guilt about leaving (3.63) and a sense of responsibility to stay due to the loyalty they have received (3.60). These results suggest that employees' moral and ethical connections to the institution influence their commitment by instilling a sense of responsibility and loyalty.

Relationship of Workplace Factors and Organizational Commitment

Table 10 shows the significant relationships of workplace factors and organizational commitment.

Table 10
Pearson's Correlations

Variable		LWF	ORG COM
1. LWF	Pearson's r		
	p-value		
2. ORG COM	Pearson's r	0.700	
	p-value	< .001	

The data shows that among Davao Oriental State University's Faculty of Teacher Education (FTEd) instructors, workplace factors (LWF) and organizational commitment (ORG COM) have a strong positive correlation. A high positive correlation between these variables is indicated by the Pearson correlation coefficient of 0.700, which implies that organizational commitment rises as workplace conditions improve. The p-value of < .001 further confirms that this relationship is statistically significant. This means that positive workplace factors, such as compensation benefits, job security, work-life balance, and leadership support, are strongly linked to higher levels of organizational commitment among the instructors, stressing the value of establishing a welcoming and comfortable workplace in order to increase employee attachment and loyalty to the institution.

Chapter IV

DISCUSSIONS AND CONCLUSION

This chapter provides an overview of the study's findings, along with the conclusions drawn and the recommendations put forward.
Discussions

After analyzing and interpreting the data, the following discussions on the findings were compiled.

Workplace Factors in terms of Job Security, Compensation and Benefits, Work-life Balance, Career Development Opportunity, Leadership and Management and Work Environment. Instructors at Davao Oriental State University (DOrSU) expressed a high degree of confidence in their job stability. This strong sense of **job security** fosters organizational trust and commitment, ultimately leading to long-term employee loyalty. This observation aligns with Akpan (2013), who highlighted that job security is a significant factor in building organizational trust and ensuring sustained employee retention.

The data that gives a lot of certainty on **job security** for employees. They feel the organization offers stable jobs and appreciates long-term tenure. Employees are not overly concerned about potentially losing in their Jobs and feel that their job security is better than ever before. This is an indication that the organization has been able to create an atmosphere where employees are focused and trust is abundant, leading to a stronger belief about their positions and prospects within the company/institution (Claudia, 2018).

And while satisfaction with **compensation and benefits** at DOrSU was rated above average. Some respondents said there is a gulf between their responsibilities and the rewards they receive. This points to a potential

area of improvement around aligning total compensation structures with the nature of the job. Claudia (2018) emphasizes the necessity of providing competitive and equitable compensation packages to increase organizational commitment to minimize retention costs. Addressing these discrepancies is crucial.

A significant number of employees have expressed contentment about their compensation and benefits according to the data. They think that the organization offers them a competitive and equal salary compensation package that corresponds to their duties, experience, and performance (Rianaa & Wirasedanaa, 2016). This particularly refers to the benefits offered to them, which are considered to meet their needs (Handoko, 2011). As a result, it would mean the organization's approach to rewarding employees is widely accepted and plays a big role in their perception of value and fairness.

The feature that stood out for its score in this category was flexible work arrangements. These initiatives are something employees valued greatly, as they promote a balanced lifestyle. But being able to flexibly manage workloads became a hurdle. Thulasimani et al. (2010) highlighted, work-life imbalance can increase the level of stress and decrease job satisfaction overall. As such, approaches to reducing workload management might boost productivity and wellbeing of the workers even more.

In 2013, employees show a positive perception concerning **work-life balance** with regard to the support provided by the organization (Doğan, 2013). Particularly, the option to work flexibly is highly valued, allowing employees to juggle their home and work life well. Employees also respond very favorably to the time they have for things outside of work saying that they are not overwhelmed with work and they have more than enough time to take care of personal things. In general, it appears that the organization promotes a workplace that is really focused on the employees and what they have to do to maintain a healthy work-life balance (Ekinci & Sabancı, 2020).

Additionally, Adni et al. (2023) emphasize how an absence of balance can result in burnout, diminished attention, and even health problems, all of which erode commitment. On the other hand, employees who have a positive work-life balance feel more appreciated and supported, leading to higher loyalty and productivity. Moreover, Sari and Seniati (2020) study shows that work-life balance can boost organizational commitment since it verifies each other between life and work disorder. When organizations actively support work-life balance infrastructure-wise (e.g., flexible scheduling, the accessibility of resources) they are cultivating a culture of engagement and commitment that helps bolster performance and satisfaction.

The opportunities for career growth and mentorship received positive feedback. These findings underscore the value employees place on professional development. Consequently, Robbins and Judge (2013) similarly advocated for career advancement programs as a pivotal factor in fostering motivation and organizational loyalty. Continued investment in career development initiatives could strengthen employee engagement and retention.

Additionally, the data reflect a generally positive employee outlook regarding career development possibilities within the organization. Employees feel there are avenues for advancement and value the investment made in their career growth (Spencer, et al., 2018). While the availability of mentorship and adequate training is seen as slightly less robust, the overall sentiment indicates satisfaction with the support provided for career progression. This shows that, while there is room for improvement in some areas, the organization is successful in creating an atmosphere that promotes employee growth and development (Sotnikova & Sotnikov, 2019).

At the core of career success lies the ability to navigate professional choices, overcome contradictions between personal and professional development, and adapt to evolving socio-economic contexts (Sotnikova & Sotnikov, 2019). This individualized approach to career progression underscores the importance of organizational support and ongoing learning, ensuring employees not only contribute meaningfully to the organization but also remain adaptable to shifts in career goals over time. The recognition of this dynamic process, where career development is viewed as a lifelong journey, emphasizes the importance of continuous learning and professional growth, especially in sectors like higher education (Cisneros, 2020).

High levels of organizational commitment are more likely to be fostered by organizations that support their employees' career development through targeted learning opportunities and align their objectives with those of the employees. Moreover, fostering an environment that supports self-directed learning and recognizes the shared responsibility between the organization and its members can lead to sustainable growth and higher job satisfaction (Bünnagel, 2012). In higher education, for instance, enhancing faculty members' commitment can directly impact institutional performance and student success, thereby reinforcing the importance of cultivating an organizational culture that emphasizes career development and organizational commitment as intertwined elements of success (Tsui et al., 2013; Li et al., 2021).

Trust in **leadership and management** and the perceived support from supervisors were identified as strengths. However, the responsiveness of leadership to employee concerns emerged as an area needing improvement. Also, Budhiraja and Malhotra (2013) underlined the crucial significance of leadership responsiveness in employee happiness and retention, underlining the importance of bridging this gap in order to improve organizational success.

The data reveals that employees generally have a positive view of the organization's leadership and management team. There is strong trust in leadership's decision-making and a sense of adequate support from supervisors to perform well (Budhiraja & Malhotra, 2013). However, there is room for improvement in areas such as communication and responsiveness to employee concerns, with these aspects rated slightly lower. Additionally, while transparency about organizational changes and goals is appreciated, it could be more effective (Memela & Ramrathan, 2022). Thus, the organization demonstrates a solid foundation of leadership support, but there are opportunities to enhance communication and responsiveness.

Moreover, leadership and organizational culture also emerge as critical components in driving commitment. As Li et al. (2021) note, leadership practices mediate the connection between workplace factors and organizational outcomes. DOrSU's supportive leadership fosters trust and collaboration, enhancing employee morale and reducing turnover intentions. However, gaps in responsiveness and communication, as identified in the study, suggest opportunities for leadership to build stronger connections with employees, ultimately boosting organizational commitment. Furthermore, Wong and Laschinger (2015) add that such leadership approaches contribute to job satisfaction, which indirectly improves institutional performance.

Furthermore, affective commitment stood out as the most highly rated among the three dimensions of organizational commitment. This reflects employees' pride and emotional attachment to the organization. However, continuance commitment revealed some apprehensions about leaving the institution, suggesting that perceived costs of leaving influenced loyalty. Also, Ashraf (2020) discussed how such perceptions play a crucial role in shaping employees' organizational ties, highlighting the need for strategies that reinforce both emotional and practical reasons for staying.

In addition to being a byproduct of daily a leader, organizational commitment also involves the long-term policies leaders create to foster talent retention. According to Achinewhu-Nworgu and Nworgu (2023), the right recruitment and selection processes are fundamental in guaranteeing the right individuals are encouraged into the association and held. Integrated positive policies into management practices of offering career development opportunities and promoting employee's well-being work better to strengthen organizational commitment which in return increases performance and decreases turnover.

Besides, a general work environment is additionally a favorable acquaintance of satisfaction, commitment, and development of workers with their organization. A positive work environment increases job involvement and satisfaction and encourages a sense of belonging that builds organizational commitment (Watanabe & Kawakami, 2018). Conversely, a toxic work environment can foster demotivation, disengagement, and increased turnover (James, 2012).

The **work environment** at DOrSU was characterized by a welcoming and inclusive culture. Despite this, access to adequate resources and workspace comfort was identified as areas for improvement. García-Crespo et al. (2021) stated that a secure and encouraging workplace greatly contributes to organizational commitment, suggesting the need for targeted enhancements to infrastructure and resource availability.

According to the data, employees on average perceive their working environment positively, feeling safe, included and supported when it comes to collaboration. The workplace mentioned is perceived as cozy and the organization promotes a team spirit (Sun et al., 2019) On the other hand, there are areas that can be improved upon in order to further support productivity in the physical space, as well as to guarantee access to the full range of tools and resources that employees require.

Additionally, companies that have happy, engaged employees have many performances, job satisfaction, and over well-being (Schultz et al., 2015). On the other hand, positive work environments experienced; organization in the integrity management, experienced stress, negative personality traits, high employee turnover (Doğan, 2013). For example, Waters (2011) discovered that positive psychology-based activities, such as promoting healthy connections and well-being, resulted in improved performance and job satisfaction.

Organizational Commitment in terms of Affective, Continuance and Normative Commitment. As cited by Malik et al (2010), DOrSU's organizational commitment was based on Three-Component Model, which consists of affective, continuance, and normative dimensions. **Affective commitment** or emotional attachment, alignment with organizational goals is especially notable among instructors whose pride and dedication at work shine through. Proficient in fostering organizational loyalty, Guzeller and Celiker (2019) prove that by simply working harder in the office, commitment to the organization results in increased productivity.

These results are indicative of a healthier organizational culture where everyone feels a sense of responsibility and pride about their connection to the organization. Emotional attachment, while somewhat lower than other indicators, is still above average, meaning most employees feel like they have an important connection. They also enjoy talking about the organization and feeling part of its "family," which means a cohesive and supportive

environment. Whereas the ability of the organization to promote engagement and loyalty by its members is reflected in a positive perception through the use of the weighted mean (Ekhsan, 2019).

Conversely, **continuance commitment**, rooted in the cost-benefit analysis of staying in the institution, is comparatively weaker, pointing to areas where job security and growth opportunities can be enhanced. As Malik et al. (2010) explain, employees with higher continuance commitment stay due to practical considerations rather than emotional connections, highlighting the need to strengthen factors that make leaving less appealing.

The data indicates that employees generally find it challenging to leave the organization, highlighting a sense of reliance on its stability and benefits. While concerns about potential disruptions and difficulties in finding equivalent opportunities exist, these factors are perceived with moderate significance. The above-average ratings for the advantages of staying and fears related to leaving without a backup job suggest that employees value their current roles, primarily due to the perceived benefits and stability provided by the organization. The overall sentiment reflects a balance between attachment and practical considerations influencing retention (Çokluk & Yılmaz, 2010).

Lastly, **Normative commitment** at DOrSU reflects the moral obligation of instructors to remain with the institution. This commitment is shaped by feelings of indebtedness or loyalty towards the organization, often arising from opportunities and support provided to employees. According to Polat and İskender (2018), normative commitment reinforces ethical values within the workplace, encouraging employees to align with the institution's goals. However, balancing this sense of obligation with tangible incentives such as career growth and professional development ensures that instructors not only stay out of duty but also out of genuine satisfaction and personal fulfillment.

The data highlights a strong sense of moral and emotional commitment among employees toward the organization. Many feel an obligation to stay, influenced by loyalty and a belief in the moral responsibility to remain. Employees also express a sense of guilt or accountability if they were to leave, indicating a deep-rooted connection with the organization. The overall sentiment reflects a culture of reciprocity, where employees recognize and value the loyalty and support, they have received, fostering a sense of responsibility to continue their association (Choong et al., 2012).

Conclusion

Davao Oriental State University (DOrSU) instructors believe workplace aids facilitate workplace experiences and commitments (a study of their commitment experiences). Professional stability and satisfaction arise from interrelated components such as compensation and benefits, job security, work-life balance, opportunities career development, leadership and management practices, and work environment. Such positive perceptions of these factors are indicative of the institution's efforts to provide a supportive workplace. Instructors work with job security, fair compensation, and opportunities for professional and personal growth. This suggests a thoughtful approach to the organization with regard to employee well-being, as flexible work arrangements and inclusive environments help this balance between the professional and personal lives of employees.

But the study also indicates areas for improvement. While supported in many ways, leadership practices also have areas for improvement such in responsiveness and communication. Similarly, access to resources and the allocation of work tasks provide opportunities to reinforce employees' capacity to succeed. This way, the institution could significantly improve the overall workplace environment, not only jobs' satisfaction but also higher engagement of instructors in the courses they teach. This wholesomeness on the aspects of the workplace is a solid ground to being having a more devoted and contented workforce.

The study shows that the faculty members of DOrSU have a very high level of organizational commitment, particularly of emotional commitment to DOrSU. An affective commitment is one in which professors and instructors develop a feeling of belonging, pride, and alignment of their goals and values with those of the institution. Trainers have express enthusiasm for their roles and closely identify with the organization's mission which significantly enriches their dedication and proactive contributions. Above all, normative commitment can be observed, in which trainers perceive an ethical reason to stay at the institution due to loyalty and a sense of reciprocity for the help they are given.

In contrast, continuance commitment, which indicates the perceived disadvantages of leaving the organization, was rated as relatively lower. This suggests that although instructors appreciate their affiliation with the institution, some degree of uncertainty remains with respect to long-term stability and growth opportunities. Finally, this research underlines the need to cultivate emotional and ethical ties at the organizational level, while taking into account pragmatic aspects, in order to foster a comprehensive and sustainable allegiance towards the institution.

This could be used to show how strong the link is between factors at work, such as the working environment, and the organizational commitment that you can get when you have better work conditions as it will result in having

loyal and dedicated instructors who are committed to achieving the core objectives of the institution. Supportive leadership, adequate compensation and growth opportunities help build trust, engagement and goal alignment in the institution. As much as DOrSU has made some strides toward successfully enhancing the workplace ecosystem, improving areas related to ensuring employee satisfaction through transparent leadership, the need for resource allocation, and managing workload can improve employee morale further and pave the way for long-term success.

Recommendations

Effective organizational development relies on targeted strategies to enhance employee satisfaction, performance, and retention. By implementing these recommendations, DOrSU can strengthen its organizational culture, foster employee commitment, and improve institutional performance.

1. Enhance Leadership Practices: Foster transparency and responsiveness among leaders to strengthen employee trust and retention, making sure that leadership approaches are consistent with the organization's fundamental values and long-term vision.
2. Improve Work-Life Balance: Address workload concerns by offering time management training, better resource allocation, and greater flexibility in work arrangements to support a healthier integration of personal and professional life.
3. Expand Career Development Opportunities: Invest in mentorship programs, skills training, and well-defined career progression opportunities to foster employees' professional development and enhance long-term retention.
4. Enhance Compensation Systems: Consistently evaluate and update compensation packages to ensure they are competitive and reflect the responsibilities and contributions of employees, fostering loyalty and job satisfaction.
5. Optimize the Work Environment: Improve physical and technological infrastructure to promote collaboration, creativity, and productivity. Cultivating a positive work atmosphere improves work contentment and strengthens employee commitment.

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