

Work-life balance, motivation, and satisfaction as determinants of job commitment

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Abstract

This study evaluated the work-life balance, motivation, job satisfaction, and commitment levels of high school teachers in a city in Laguna, Philippines during the academic year 2022-2023. It narrowed the gap by testing if work-life balance, motivation, and job satisfaction predict job commitment level and if demographic profiles have moderation effect to the relationship between the predictors and outcome variable. Utilizing descriptive-correlational design, 262 teachers were surveyed through multi-stage sampling. Adapted questionnaires were utilized, content validated by experts, and verified through reliability testing. Mean, Standard Deviation, Spearman Rho, Ordinal Regression, and Moderated Regression were employed for data analysis. Results revealed that the teachers' level of work-life balance, job satisfaction, and job commitment were high, while motivation was very high. Work-life balance had negative very weak correlation with job commitment, while job satisfaction had positive moderately strong correlation with job commitment. Motivation did not show any significant association with job commitment. Only job satisfaction had a significant effect on job commitment, whereas work-life balance and drive did not have significant effect. Age, years of teaching, and position had moderation effect, while sex had no moderation effect, on the link between work-life balance and job commitment, and between job satisfaction and teachers' job commitment. Further, years of teaching years and position had moderation effect, while sex and age had no moderation effect, on the relationship between motivation and their job commitment. Results of the study had strong implications to the high school teachers, school heads and school administrators.

Keywords: *teachers, work-life balance, motivation, job satisfaction, job commitment, moderation effect*

Article History:

Received: November 9, 2023

Accepted: January 10, 2024

Revised: January 8, 2024

Published online: February 15, 2024

Suggested Citation:

Munda, N.P. & Gache, M.S. (2024). Work-life balance, motivation, and satisfaction as determinants of job commitment. *International Journal of Educational Management and Development Studies*, 5 (1), 1-26.
<https://doi.org/10.53378/353039>

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1. Introduction

Work-life balance encompasses the interaction between work-related and non-work-related time and space in countries where labor markets have a substantial impact on the generation and distribution of income. Popoola and Fagbola (2020) refer this to the extent to which an employee is content with the amount of focus they get in their personal and professional spheres. For some, implementing work-life balance solutions mitigates the conflict between work and personal life, while also minimizing the effects on employees' dedication to their company, therefore enhancing their efficiency both at work and in other contexts. Work-life balance and employee commitment significantly impact a company's stability and profitability. However, as a result of the many conflicts and obstacles that people encounter on a daily basis, work-life balance is not always maintained.

The primary obstacle in contemporary condition is in the swiftness with which individuals' everyday routines are evolving. Maintaining a distinct demarcation between one's personal and professional life is becoming challenging, if not unattainable. Consequently, a significant number of individuals have difficulties in achieving a satisfactory equilibrium between their professional pursuits and personal obligations, resulting in diminished achievement in either domain. This often gives rise to problems in one's personal or professional life. An individual's career is shaped by their life experiences and choices, which in turn contribute to their continual pursuit of purpose and satisfaction in their professional endeavor (Dias et al., 2020). For instance, teachers often encounter work-family challenges due to their demanding work schedules and extended work hours.

In the Philippines, Department of Education (DepEd) Order No. 291, s. 2008, provides the guidelines for implementing the six (6) hours of hands-on classroom instruction for public elementary and secondary teachers. At the school level, it is necessary to establish clear guidelines for the last two hours of work that are needed to complete the whole eight hours of labor (DepEd, 2008). Similarly, the DepEd outlines the allocation of teachers' tasks to ensure a harmonious equilibrium between their personal and professional spheres, which is crucial for leading a fruitful and well-rounded lifestyle, both physically and emotionally. According to De Guzman Esguerra (2020), prolonged work hours and elevated stress levels are linked to health complications like depression, weight gain, escalated alcohol and tobacco use, as well as hindering the ability of workers to balance their professional and personal responsibilities

There are multitude of studies that assessed the various facets of work-life balance among teachers. For example, Quines and Arendain (2023) found a significant correlation between organizational commitment, work-life balance, and job satisfaction among public school teachers in the Philippines. The teachers' level of commitment to the organization was equal in regards to maintaining a healthy balance between work and personal life, receiving assistance from the organization, and feeling a sense of professional satisfaction. A teacher's organizational commitment is characterized by their inclination to assist pupils and assume responsibility for their education. Several other studies correlated other factors such as work-life balance and organizational commitment (Shabbir & Gani, 2020; Hutagalunga et al., 2020), job satisfaction and organizational commitment (Hiola & Hanurawan, 2022), and work motivation and organizational commitment (Cortez et al., 2021; Bytyqi, 2020). Similarly, there are studies that associated these factors to socio-demographic characteristics to predict several other variables linked to work-like balance. For example, the moderating role of age in the relationship between job satisfaction and organizational commitment (Khan et al., 2018), moderating role of gender in the link between commitment and organizational behavior (Aftab et al., 2021), age and employability as moderators of job insecurity and job satisfaction (Yeves et al., 2019), demographic profile and work-life balance (Sorensen & McKim, 2014), demographic profile and job satisfaction (Kume, 2020), demographics on teachers' performance and satisfaction (Ohide & Mbogo, 2017), and profile as associated to job satisfaction (Islam & Akter, 2019). While all these studies have taken teachers as participants and assessed correlation of multiple variables, they did not associate the three variables, work-life balance, motivation, and job satisfaction, as determinants of teachers' job commitment. Similarly, previous studies failed to determine the moderation effect of the teachers' profiles to the relationship of work-life balance, motivation, and job satisfaction, on their job commitment.

In lieu of the gap in the literature, this study aimed to assess the level of teachers' work-life balance, motivation, and job satisfaction, and its association to job commitment. Additionally, it determined if work-life balance, motivation, and job satisfaction significantly predict job commitment. It also explained if sex, age, length of teaching service, and position affect the relationship of work-life balance, motivation, and job satisfaction, on their job commitment level. This study argues that teachers must be satisfied with job to maintain work-life balance.

2. Literature review

2.1. Theoretical framework

This research relates to Vroom's Valence Expectancy Theory, Frederick Herzberg's Two Factor Theory, and Adams' Equity Theory. According to Victor Vroom's expectation theory, a person's desire for a particular outcome and anticipation of it can influence their motivation to act in a certain way. For example, an employee may be motivated to improve their performance if they believe it will lead to a positive evaluation and personal goal achievement in the form of a reward (Thangaswamy & Thangaswam, 2017). Orwa and Nyangau (2020) applied Vroom's expectation theory to measure organizational performance through the calculation of the motivational scores that must be taken into account while implementing flexible work schedules. With the quantitative approach in the current study, the measurement of the drive to improve performance can be assessed through the different study variables. Hence, this theory was applied in the current study.

Frederick Herzberg's motivation-hygiene theory explains job happiness and dissatisfaction. He posits that hygiene issues cause melancholy, while motivation leads to happiness. Herzberg classifies work satisfaction as motivational and hygienic, with factors like company regulations, supervision, working conditions, salary, and coworker interactions contributing to job satisfaction (Atalic et al., 2016). Gangwar et al. (2022) argue the differentiation between intrinsic and extrinsic job satisfaction, as well as understanding Herzberg's motivation theory and hygiene components. In their study, enhanced work happiness does not always lead to a higher level of productivity. Hence, Herzberg's dual-factor theory failed to include situational factors. Put simply, during times of success, individuals tend to direct their attention on the specific aspects of their occupation that they find enjoyable. Unforeseen events may have a substantial impact when things deviate from the intended course. Considering the situational factors, the current study addresses and includes multiple variables including demographic variables to assess job satisfaction. Hence, this theory was fundamental to the current study.

Adams' equity theory emphasizes the importance of commitment, kindness, and fair treatment to motivate employees. It goes beyond just input-output comparisons, assessing both inputs and outputs. It also considers perceived equity, measuring employee diligence, proficiency, tolerance, and zeal against production. A fair balance between inputs and outputs creates a healthy, productive, and engaged workplace while reducing employee demotivation

and dissatisfaction (Swain et al., 2020). In this study, factors in school such as remuneration, recognition, other employees and school heads' behaviors form part of the motivators that satisfy teachers to become committed and dedicated to their jobs. Kollmann et al. (2019) used equity theory to elucidate the concept of job satisfaction. The correlation between outputs and inputs in an exchange relationship directly influences an individual's level of work satisfaction. Based on their research, outcomes refer to the benefits that workers get from their companies, such as their wage. Employers refer to labor force and other employee contributions as inputs. Employees experience contentment when there is a state of equality, or equilibrium, between the rewards they get and the contributions they provide to the business. When there is a discrepancy between the outcomes and inputs, this inequity results in conflict and dissatisfaction in the workplace. Equity theory, so far, has neglected to include employee age as a distinct component that may potentially influence these interactions. Hence, the current study applied the theory with additional variable.

2.2. Work-life Balance

An individual's personal and professional spheres are the fundamental components of their social milieu, and it is crucial to preserve a harmonious equilibrium between these two domains in contemporary society. In order to achieve equilibrium between one's personal and professional life, it is necessary to effectively handle, arrange, and give priority to personal obligations and work schedules (Fazal et al., 2019). Ensuring a proper balance between work and personal life for teachers may have both immediate and enduring impacts on the quality of education. Additionally, it might contribute to the long-term viability educational programs. The teacher serves as the embodiment of an organization in achieving its objectives, and the teacher's performance directly impacts the learning process and student results. Franco et al. (2021) found that work-life balance has significant impacts on teachers' well-being. These include gender inequality, high levels of stress and tension at work, career advancement opportunities, classroom workload, publication of scientific articles, participation in congresses, meeting deadlines, and program performance.

Work-life balance pertains to an individual's ability to effectively manage and allocate time and energy between personal, professional, and familial responsibilities. Organizations are becoming more aware of the need of supporting their employees in attaining a harmonious equilibrium between their personal and professional obligations, as a growing proportion of workers have challenges in managing these conflicting responsibilities (Thilagavathi &

Selvan, 2019). A rising number of professionals believe that their personal obligations are expanding in contemporary times, including activities such as volunteering, family duty, elder care, and childcare. The significance of work-life balance for female employees has grown as women now share equal responsibility for both earning a living and taking care of their family.

An optimal work-life balance is crucial, especially for teachers who are required to allocate time to research endeavors, even if it means sacrificing quality time with their family at home. As to Akter et al. (2019), work-life balance refers to the contentment and fair involvement in both personal and professional responsibilities. It means a person's job and activities outside of work are harmonious and contribute to achieving their current life objectives (Mayya et al., 2021). Demands, resources, and behavior are work-life inputs that exert impact on an individual or an organization's perception of the interrelationship between work and life (Leslie et al., 2019). Individuals and organizations possess varied objectives and thought processes due to the effect of their environment (including family, organization, community, and society) on their perspectives and preferences. When job demands lead to stress, generic resources for enhanced performance are often developed to help satisfy the requirements by deploying the resources. Eventually, individuals may choose to keep their work and personal spheres separate, or they may decide to merge them. The choice of coping style is contingent upon an individual's perception of the extent to which their work and residential environments harmonize or clash with one other. The outcome of conflict or enrichment is attained due to the combined impact of cognition on work-life balance and resource mobilization.

According to McBrayer et al. (2022), most teachers reported having protective factors against burnout, such as enough energy, time to create meaningful connections with people both within and outside their employment, and minimal conflict with students or colleagues. One energy-related problem is the need for teachers to experience some energy weariness to carry out their tasks effectively. In most instances, teachers must work harder and change their teaching approaches to suit the contemporary demands of their students and the school.

2.3. Motivation

Motivation is crucial for success in educational institutions as it enables teachers to approach their profession with a compassionate attitude that promotes the attainment of carefully structured goals. According to Kumari and Kumar (2023), it is vital for every organization to comprehend employee motivation. Comprehending these attributes is crucial

for training exceptional teachers who can function as exemplary figures for others. Based on their research, there are two types of incentives that may be used to stimulate employees: internal and external. Self-determination motivation, or internal motivation, drives an individual towards achieving personal fulfillment. Teachers' motivation is the main determinant of their participation in the classroom, and it significantly changes based on their level of self-determination. Other motivation, or non-self-determined motivation, occurs when individuals are driven to attain goals and accumulate riches due to other influences. Ensuring motivation among employees is crucial inside a business since it may significantly influence their actions and behaviors in relation to the firm's objectives.

Research indicates that a teacher's motivation might influence their level of dedication and commitment to their job (Ma, 2022; Abós et al., 2018; Al'Abri et al., 2022). Engaged employees are individuals that possess high levels of energy and are capable of maintaining focus on their tasks without succumbing to distractions. Pourtousi and Ghanizadeh (2020) found a correlation between educational interests and motivating teacher attributes, which are associated with the mastery orientation of teaching abilities and class management. Consequently, there exists a direct correlation between student motivation and their inclination towards learning. The motivation of teachers is an essential component of the educational process. According to Yildiz and Kiliç (2021), motivated teachers are more likely to endorse progressive legislation and educational advancements. Hence, in order to accomplish goals and objectives, both people and teams need motivation (Comighud & Arevalo, 2021). Internal incentives such as self-esteem, responsibility, a sense of accomplishment, appreciation, and thanks are among the most powerful tactics to keep employees motivated (Phillips et al., 2021). While most of the teachers lose interest in their profession due to sudden change in the educational pedagogy (Firmansyah & Bandonno, 2022), Nzowa (2020) found that public secondary school teachers valued recognition, working atmosphere, and career advancement.

2.4. Job Satisfaction

Job satisfaction refers to the experience of contentment, joy, and gratification in their job and indicates the extent to which an individual perceives their job-related requirements to be fulfilled (Buonomo et al., 2020). Moreover, job satisfaction evaluates the extent to which norms and beliefs coincide and determines the level of contentment workers have with the fulfillment of their demands (Capone et al., 2022). It might also be a mood of happiness or delight that is brought about by reflecting on one's professional or job experience.

In the teaching field, job satisfaction refers to a teacher's holistic emotional experience and cognitive manifestation of their profession, working environment, and attitude. Teachers' job happiness has a significant impact on their dedication and focus on teaching (Hoque et al., 2023). Sahito and Väisänen (2019) identify main factors affecting teachers' job happiness such as interpersonal relationships, achievement and fulfillment, self-actualization, social status and admiration, assistance, prospects, and rewards while dissatisfaction include insufficient subject and pedagogical expertise, inconsistent focus on individual students, a lack of professional dedication, interpersonal relationship difficulties, demotivation, perceived incongruity and absence of personal development, avoidance, inadequate constructive feedback, the burden of a demanding workload, an unstable policy and system, a lack of autonomy, and a top-down policy framework. The entire performance of a school is positively influenced by the increased job pleasure and contentment of its teachers (Baluyos et al., 2019), which has positive impact on students' academic achievement. Hence, improving these two attributes result to institutional improvements as well.

2.5. Job Commitment

Commitment is "*the sense of loyalty that an employee experiences towards their organization*" (Pourtousi & Ghanizadeh, 2020), which emerge from the attitude or conduct defining working relationship between an employee and their supervisor (Kotzé & Nel, 2020) involving many elements from academic, professional, and personal spheres (Shu, 2022). Teachers who possess a high sense of commitment are driven by their enthusiasm for their work, leading them to consistently pursue excellence in teaching and learning. They typically form intense emotional connections with their institution, students, or profession (Pan, 2023). The teachers' unwavering commitment to their students and their education is a crucial element in fostering a passion for teaching. Within this paradigm, a teacher's commitment encompasses the achievement of academic goals, the promotion of professional development, and the resolution of general issues that arise in their employment, regardless of the specific school they are employed in.

Evidence has shown that the level of commitment displayed by teachers is highly indicative of a range of cognitive and learning results (Göloğlu & Kızıllhan, 2021; Park, 2005). However, lack of experience and professional development (Ma, 2022) often challenged even the seasoned teachers. Given the demanding nature of the teaching profession, educators must

have a strong inclination to seek further education in order to achieve the level of participation in education that demonstrates their passion.

2.6. Correlates of Job Commitment

Studies in various fields showed different determinants of job commitment. For instance, Nazir et al. (2020) found a high positive correlation between personality factors and organizational commitment of secondary school teachers, Aftab et al. (2021) demonstrated a positive and statistically significant relationship between organizational commitment and organizational citizenship behavior, Shabbir and Gani (2020) revealed a considerable favorable association between work-life balance and emotional and normative commitment but a negative relationship with continuation commitment of female healthcare personnel, Soeltonb et al. (2020) discovered favorable and substantial effect of work-life balance to organizational commitment, Bytyqi (2020) discovered a good and significant relationship between work motivation and organizational commitment and Hiola and Hanurawan (2022) found a positive relationship between employee organizational commitment and job satisfaction. However, in the teaching field, Cortez et al. (2021) examined teacher performance, professionalism, and commitment as factors of job satisfaction and revealed no significant correlation between satisfaction level and work performance, degree of professionalism, or commitment to work.

2.7. Demographic Profiles as Moderators

Studies identified several demographic characteristics that either predict or moderate job satisfaction and commitment. Khan et al. (2018) indicated a strong and positive relationship between age and both work satisfaction and organizational commitment while Yeves et al. (2019) indicated intrinsic job satisfaction is found to be less affected among younger workers with high perceived employability compared to older employees with high perceived employability. In the teaching profession, Kume (2020) and Akter (2019) concluded that job satisfaction is closely related to the age and experience; teachers with substantial experience are more likely to be happy than those with only five years or less. On the other hand, Aftab et al. (2021) observed that female educators exhibited notably greater levels of organizational commitment and organizational citizenship behavior in comparison to their male counterparts.

Sorensen and McKim (2014) argued that demographic variables have no influence on a person's capacity to maintain a work-life balance, remain dedicated to their job, or be happy at work. However, in terms of teaching profession, Ohide and Mbogo (2017) noted that gender, age, education, salary, and tenure greatly affect private school teachers' job satisfaction.

3. Methodology

This descriptive-correlational study included junior and senior high school teachers in the city schools division of Laguna in the Philippines during the academic year 2022–2023. Using Raosoft online calculator, the sample size with 5% margin of error and 95% confidence level were 262 out of 819 teachers. The respondents were selected using multi-stage sampling, which included stratified and simple random selection. The study primarily surveyed female junior and senior high school teachers (203, or 77.5%), with the majority aged 25 and below (79, or 30.2%). The majority had 5 years or less teaching experience in public schools (69.5%), who were Teachers I (203, or 77.5%). The least were Head Teachers I and III (0.08%) with 16–20 years teaching experience (1.3%).

The instruments on work-life balance, motivation, job satisfaction, and job commitment were adopted from various sources (Buller, n.d.; Schwab, n.d.; Spector, 1985; & Umer et al., 2022). Modifications were made to fit the respondents' characteristics. Demographic profile, work-life balance, motivation, job satisfaction, and job commitment comprised the instruments. A 5-point Likert scale was used to score the research variables. Further, the instruments were content validated by experts in the field and reliability-tested through internal consistency. Work-life balance ($\alpha=0.95$, 20 items), motivation ($\alpha=0.90$, 13 items), and job commitment ($\alpha=0.91$, 16 items) were very highly reliable, while job satisfaction ($\alpha=0.80$, 29 items) was highly reliable.

The study was authorized by the division superintendent and school principals. In addition, the survey questionnaire contained a consent letter emphasizing the voluntary nature of participation. The study adhered to the time-on-task policy of DepEd and the regulations outlined in the Data Privacy Act. The survey was conducted through Google form; sent to the participants' email and social media accounts and were recovered in two to three weeks.

Mean and Standard Deviation were used to describe teachers' work-life balance, motivation, job satisfaction, and job commitment. Spearman Rho was performed to determine if work-life balance, motivation, and job satisfaction are significantly related to job commitment. Ordinal Linear Regression was used to assess if teachers' work-life balance, motivation, and job satisfaction influence their job commitment. Finally, Moderated Regression employing Hayes Process was used to investigate if teachers' profiles significantly affect association of work-life balance, motivation, and job satisfaction, on their job commitment.

4. Findings and Discussion

4.1. Findings

Table 1 displays the teachers' level of work-life balance, motivation, job satisfaction, and job commitment.

Table 1

Teachers' level of work-life balance, motivation, job satisfaction, and job commitment

Variable	Mean	SD	Interpretation
Work-life Balance	3.45	0.64	High Level
Motivation	4.33	0.44	Very High Level
Job Satisfaction	3.43	0.42	High Level
Job Commitment	3.69	0.52	High Level

Legend: 4.20 – 5.00 Very High Level, 3.40-4.19 High Level, 2.60-3.39 Average Level, 1.80-2.59 Low Level, 1.00-1.79 Very Low Level (Pimentel, 2019)

According to the responses, the work-life balance of the teachers generally reached high level ($M=3.45$, $SD=0.64$). It signifies that teachers can effectively manage and sustain a balanced relationship between their professional and personal lives. In addition, the teachers responded that they were very highly motivated at work ($M=4.33$, $SD=0.44$); teachers are very highly motivated when they prioritize perks and job stability, as well as a career that intellectually challenges them, engages their talents, and allows them to explore new ideas. They also value teamwork, social aspects, good working environments, and pursuing happiness. Furthermore, teachers were generally highly satisfied with their jobs ($M=3.43$, $SD=0.42$). Although they were generally highly satisfied, teachers are frustrated by strict laws and constraints, resulting in limited time for paperwork and chores. They are dissatisfied with the average pay raise. However, they express satisfaction with the school administrator's competency, recognition, peer support, and career goals. Despite stress and sadness, teachers show an average degree of satisfaction with their work's importance and appreciation and are often satisfied with the pay and benefits they receive. Ultimately, the results revealed that teachers had a high level of commitment for their job, with a mean score of 3.69 ($SD=0.52$). DepEd teachers show average commitment when they receive competitive salaries and benefits, while they show high commitment when their firm is concerned about their

advancement, and they plan to stay for five years. They pledge management will take their proposals seriously and trust them to execute them, demonstrating how school administration supports teachers' career progression.

Table 2 displays the test of relationship of work-life balance, motivation, and job satisfaction on job commitment.

Table 2

Test of relationship among research variables

Variables	Rho	Strength of Correlation	P-value	Decision
Work-life Balance	-0.157	Very Weak Correlation	0.011	Reject Ho
Motivation	-0.110	No Correlation	0.075	Failed to reject Ho
Job Satisfaction	0.436	Moderately High Correlation	0.000	Reject Ho

Legend: Significant if $p < 0.05$; 0.80-1.00 Very strong, 0.60-0.79 Strong, 0.40-0.59 Moderate, 0.20-0.39 Weak, 0.00-0.19 Very Weak /No correlation (Evans, 1996)

The results of Spearman Rho rejected the relationship of work-life balance and job satisfaction on job commitment ($p < 0.05$). It implies that work-life balance had a negative, very weak connection ($\rho = -0.157$, $p = 0.011$), while job satisfaction had a positive, moderate correlation ($\rho = 0.436$, $p = 0.000$) with job commitment. However, the relationship of motivation on job commitment was retained since the generated probability value was greater than the level of significance ($p > 0.05$). It means there was no correlation between respondents' motivation and job commitment ($\rho = -0.110$, $p = 0.075$).

Table 3 shows the test of effect of work-life balance, motivation, and job satisfaction on job commitment.

Table 3

Effect of work-life balance, motivation, and job satisfaction on job commitment

Independent Variables	Estimate	SE	Wald Chi-square	P-value	Decision
Work-life Balance	0.116	0.206	0.318	0.573	Failed to reject Ho
Motivation	-0.278	0.251	1.229	0.268	Failed to reject Ho
Job Satisfaction	1.434	0.228	39.618	0.000	Reject Ho

Note: DV: Job Commitment; Intercept Only (-2Log likelihood) = 369.612, Final Model [$\chi^2(3) = 48.189$, $p = 0.000$], Pearson [$\chi^2(147) = 1101.472$, $p = 0.000$], Deviance test [$\chi^2(147) = 274.8232$, $p = 0.000$], Nagelkerke (Pseudo R^2) = 0.188.

The results of Ordinal Regression revealed a significant improvement in fit of the final model over the null (intercept) model [$\chi^2(4) = 48.189$, $p = 0.000$]. Both the Pearson Chi-Square

test [$\chi^2(147) = 1101.472, p=0.000$] and Deviance test [$\chi^2(147) = 274.8232, p=0.000$] were significant. These results do not suggest good model fit. Further, due to a very weak correlation, work-life balance was not a significant predictor in the model, with higher odds (1.123) of an outcome (95% CI, 0.753 to 1.675). For every one-unit increase on work-life balance, there is a predicted increase of 0.116 in the log odds of falling at a higher level of job commitment. Also, motivation was not a significant predictor in the model, with lower odds (0.757) of an outcome (95% CI, 0.466 to 1.232). For every one-unit increase on motivation, there is a predicted decrease of 0.278 in the log odds of falling at a higher level of job commitment. On the other hand, job satisfaction was the only significant predictor in the model, with too high odds (4.197) of an outcome (95% CI, 2.651 to 6.645). For every one-unit increase on job satisfaction, there is a predicted increase of 1.434 in the log odds of falling at a higher level of job commitment. It implies that among the factors, only job satisfaction was the predictor of public high school teachers' job commitment ($B=1.434, p<0.001$). It implies that the level of job commitment increases as job satisfaction increases.

Table 4 depicts the test of moderation effect of teachers' demographic profiles towards the relationship between work-life balance and job commitment.

Table 4

Moderation effect of demographic profile on the relationship between work-life balance and job commitment

Profile	Beta	SE	t-value	p-value	Decision
Model 1					
• Constant	3.546	0.655	5.413	0.000	
• Sex	-0.103	0.107	-0.963	0.336	Failed to reject Ho
Model 2					
• Constant	5.394	0.339	15.912	0.000	
• Age	0.107	0.026	4.195	0.000	Reject Ho
Model 3					
• Constant	6.247	0.332	18.827	0.000	
• Years of teaching	0.377	0.052	7.188	0.000	Reject Ho
Model 4					
• Constant	5.757	0.305	18.905	0.000	
• Position	0.280	0.045	6.223	0.000	Reject Ho

Legend: Significant if $p<0.05$, Sex: $F_{(1, 258)}=0.928, R^2= 0.004, p=0.336$; Age: $F_{(1, 258)}=17.596, R^2=0.062, p<0.001$; Teaching Years: $F_{(1, 258)}=51.669, R^2=0.163, p<0.001$; Position: $F_{(1, 258)}=38.725, R^2=0.128, p<0.001$

Moderated regression using Hayes Process revealed that age ($B=0.107, SE=0.026, t=4.195, p<0.001$), teaching years ($B=0.377, SE=0.052, t=7.188, p<0.001$), and position ($B=0.280, SE=0.045, t=6.223, p<0.001$) had moderation effect on the relationship between

work-life balance and their job commitment. When evaluating the moderation effect of age, teaching years, and position separately, there was a statistically significant correlation between work-life balance and job commitment since the probability values generated were less than the level of significance (0.05). Further, the results revealed as age, years of teaching, and position increase, the influence of these variables to the relationship between work-life balance and their job commitment also increases. The ANOVA result for regression showed that, with the presence of age, there was a significant linear association between work-life balance and job commitment ($F_{(1,258)}=17.596, p<0.001$). The adjusted r^2 of 0.062 indicated that, with age, work-life balance caused as high as 6.2% variance to job commitment. With years of teaching, there was a significant linear association between work-life balance job commitment and job commitment ($F_{(1,258)}=51.669, p<0.001$). The adjusted r^2 of 0.163 indicated that, with years of teaching, work-life balance contributed as high as 16.3% variance to job commitment. With position, there was a significant linear association between work-life balance job commitment and job commitment ($F_{(1,258)}=38.725, p<0.001$). The adjusted r^2 of 0.128 indicated that, with position, work-life balance contributed as high as 12.8% variance to job commitment. It indicates that job commitment increases if motivation increases with the presence of age, years of teaching, and position.

The regression equation of the moderation effect of age towards the relationship of work-life balance and job commitment is $\text{Job Commitment} = 5.394 - (0.452 \times \text{Work-life Balance}) - (0.403 \times \text{Age}) + [0.107 (\text{Work-life Balance} \times \text{Age})]$. In terms of years of teaching, the regression equation is $\text{Job Commitment} = 6.247 - (0.639 \times \text{Work-life Balance}) - (1.551 \times \text{Years of Teaching}) + [0.377 (\text{WLB} \times \text{Years of Teaching})]$. Lastly, the regression equation in terms of position is $\text{Job Commitment} = 5.757 - (0.527 \times \text{Work-life Balance}) - (1.130 \times \text{Position}) + [0.280 (\text{Work-life Balance} \times \text{Position})]$. On the other hand, sex did not have moderation effect in the relationship between work-life balance and their job commitment since the probability value generated was greater than the level of significance ($p>0.05$). It means that being male or female does not affect the relationship between work-life balance and their job commitment.

Table 5 demonstrates the test of moderation effect of teachers' demographic profile towards the relationship between motivation and their job commitment.

Table 5*Moderation effect of demographic profile towards the relationship between motivation and job commitment*

Profile	Beta	SE	t-value	p-value	Decision
Model 1					
• Constant	3.000	1.253	2.395	0.017	
• Sex	-0.133	0.155	-0.859	0.391	Failed to reject Ho
Model 2					
• Constant	4.363	0.636	6.855	0.000	
• Age	0.021	0.039	0.547	0.585	Failed to reject Ho
Model 3					
• Constant	5.363	0.745	7.202	0.000	
• Years of teaching	0.204	0.103	1.983	0.048	Reject Ho
Model 4					
• Constant	5.417	0.699	7.748	0.000	
• Position	0.222	0.100	2.222	0.027	Reject Ho

Legend: Significant if $p < 0.05$, Sex: $F_{(1, 258)} = 0.738$, $R^2 = 0.006$, $p = 0.391$; Age: $F_{(1, 258)} = 0.299$, $R^2 = 0.006$, $p = 0.585$; Teaching Years: $F_{(1, 258)} = 3.932$, $R^2 = 0.019$, $p = 0.048$; Position: $F_{(1, 258)} = 4.936$, $R^2 = 0.022$, $p = 0.027$

Moderated regression using Hayes Process revealed that teaching years of service ($B=0.20$, $SE=0.10$, $t=1.983$, $p<0.05$) and position ($B=0.22$, $SE=0.10$, $t=2.22$, $p=0.03$) had moderation effect in the relationship between motivation and their job commitment. In other words, when teaching years of service and position are separately included in the relationship between motivation and job commitment, the link between the predictor and outcome variables is statistically significant. In addition, the results showed that as respondents' teaching years of service and position increase, the influence of these variables to the relationship between motivation and their job commitment also increases. The ANOVA result for regression showed that, with teaching years of service, there was a significant linear association between motivation and job commitment ($F_{(1,258)}=3.932$, $p=0.048$). The adjusted r^2 of 0.019 indicated that, with teaching years of service, motivation only produced 1.9% variance to job commitment. With position, there was a significant linear association between job satisfaction and job commitment ($F_{(1,258)}=4.936$, $p=0.027$). Furthermore, the adjusted r^2 of 0.022 indicated that, with position, motivation only caused 2.20% variance to job commitment. It means that job commitment increases if motivation increases with the presence of years of service and positions.

The regression equation of the moderation effect of teaching years towards the relationship of motivation and job commitment is Job Commitment = 5.363 - (0.332 x Motivation) - (1.010 x Years of Teaching) + [0.204 (Motivation x Years of Teaching)]. In terms of position, the regression equation is Job Commitment = 5.417 - (0.349 x Motivation)

- (1.085 x Position) + [0.222 (Motivation x Position)]. On the other hand, sex and age did not have moderation effect in the relationship between motivation and job commitment considering that the probability values generated were greater than the level of significance ($p > 0.05$). The correlation between a teachers' work-life balance and commitment to their professional life is independent of age and sex.

Table 6 demonstrates the test of moderation effect of teachers' demographic profile towards the relationship between job satisfaction and their job commitment.

Table 6

Moderation effect of demographic profile towards the relationship between job satisfaction and commitment

Profile	Beta	SE	t-value	p-value	Decision
Model 1					
• Constant	4.000	0.762	5.249	0.000	
• Sex	0.220	0.120	1.835	0.068	Failed to reject Ho
Model 2					
• Constant	1.006	0.031	3.338	0.001	
• Age	0.152	0.023	-6.554	0.000	Reject Ho
Model 3					
• Constant	0.594	0.276	2.148	0.033	
• Teaching Years	0.409	0.045	-8.924	0.000	Reject Ho
Model 4					
• Constant	1.115	0.265	4.200	0.000	
• Position	0.299	0.042	-7.04	0.000	Reject Ho

Legend: Significant if $p < 0.05$, Sex: $F_{(1, 258)} = 3.367$, $R^2 = 0.011$, $p = 0.068$; Age: $F_{(1, 258)} = 42.955$, $R^2 = 0.123$, $p < 0.001$; Teaching Years: $F_{(1, 258)} = 79.640$, $R^2 = 0.201$, $p < 0.001$, Position: $F_{(1, 258)} = 49.563$, $R^2 = 0.137$, $p < 0.001$

Moderated regression through Hayes Process revealed that age ($B = -0.15$, $SE = 0.02$, $t = -6.55$, $p = 0.00$), teaching years of service ($B = -0.41$, $SE = 0.05$, $t = -8.92$, $p = 0.00$), and position ($B = -0.30$, $SE = 0.04$, $t = -7.04$, $p = 0.00$) had moderation effect in the relationship between job satisfaction and commitment. Put simply, when age, years of teaching, and position are considered individually in the relationship between job satisfaction and job commitment, there is a statistically significant association between the variables being studied. Further, the results revealed that as respondents' age, teaching years of service, and position increase, the influence of these variables to the relationship between job satisfaction and commitment increases. The ANOVA result for regression showed that, with age, there was a significant linear association between job satisfaction and job commitment ($F_{(1, 258)} = 42.955$, $p < 0.001$). The adjusted r^2 of 0.123 indicated that, with age, job satisfaction produced as high as 12.3% variance to job

commitment. With teaching years of service, there was a significant linear association between job satisfaction and job commitment ($F_{(1,258)}=79.640, p<0.001$). The adjusted r^2 of 0.201 indicated that, with teaching years of service, work-life balance caused as high as 20.31% variance to job commitment. With position, there was a significant linear association between job satisfaction and job commitment ($F_{(1,258)}=49.563, p<0.001$). The adjusted r^2 of 0.137 indicated that, with position, job satisfaction contributed as high as 13.7% variance to job commitment. It implies that job commitment increases if satisfaction increases with the presence of age, years of teaching, and positions.

The regression equation of the moderation effect of age towards the relationship of job satisfaction and job commitment is $\text{Job Commitment} = 1.006 + (0.777 \times \text{Job Satisfaction}) + (0.526 \times \text{Age}) - [0.152 (\text{Job Satisfaction} \times \text{Age})]$. In terms of years of teaching, the regression equation is $\text{Job Commitment} = 0.594 + (0.95 \times \text{Job Satisfaction}) + (1.258 \times \text{Years of Teaching}) - [0.409 (\text{Job Satisfaction} \times \text{Years of Teaching})]$. Lastly, the regression equation in terms of position is $\text{Job Commitment} = 1.115 + (0.785 \times \text{Job Satisfaction}) + (0.922 \times \text{Position}) - [0.299 \times (\text{Job Satisfaction} \times \text{Position})]$. Nevertheless, sex did not have moderation effect in the relationship between job satisfaction and their job commitment because the probability value generated was greater than the level of significance ($p>0.05$). This indicates that the correlation between a person's level of job satisfaction and level of commitment to the profession is independent of their sex.

4.2. Discussion

This study argues that the teachers have high level of work-life balance consistent to the findings of McBrayer et al. (2022). In terms of motivation, a highly motivated teacher makes learning enjoyable, effective, and inspires success using cutting-edge techniques. This study found teachers to be very highly motivated by their teaching job consistent with the findings of Nzowa (2020) that public secondary teachers are most motivated by recognition, positive working environment, and career advancement. Furthermore, the teachers were highly satisfied and highly committed to their work despite the continual challenges of providing education. These results support Hiola and Hanurawan (2022) and Cortez et al. (2021) where employees' job satisfaction is high, while employees' organizational commitment is very high. However, this study found that teachers were unsatisfied with remuneration and paperwork, which contradicts Hameed et al. (2018).

The work-life balance had a negative, very weak correlation, with job commitment, which contrasts Shabbir and Gani (2020) and Hutagalung et al. (2020) on the positive significant correlation between work-life balance and organizational commitment. Similarly, it contrasts with Umma and Gaffoor (2022) that academic faculty with high levels of work-life balance also experience greater career satisfaction and Al-Alawi et al. (2021) that work-life balance has a beneficial and statistically significant influence on employee performance. On the other hand, job satisfaction had a positive, moderate correlation with job commitment aligned to Rajak and Pandey (2017), Hiola and Hanurawan (2022) while contrasts with Cortez et al. (2021). However, this study found that motivation had no significant association with job commitment. This is incongruent with Rajak and Pandey (2017) and Bytyqi (2020) on the good and significant relationship between work motivation and organizational commitment. In addition, job satisfaction is the predictor of job commitment which contrasts Bytyqi (2020) that job motivation accounts for 36% of the variation in organizational commitment.

In terms of the demographic characteristic, this study found that age, teaching years in service, and position had moderation effect on the relationship between work-life balance and job commitment, as well as the relationship between job satisfaction and job commitment. This is consistent with Khan et al. (2019) and addresses part of the findings of Yeves et al. (2019) and Kume (2020). However, sex did not have moderation effect with the relationship between work-life balance and job commitment, as well as the relationship between job satisfaction and job commitment. This is consistent with Sorensen and McKim (2014), Ohide and Mbogo (2017) and Islam and Akter (2019) and highlights the findings of Aftab et al. (2021) that female teachers showed higher levels of organizational commitment and citizenship behavior compared to their male counterparts.

5. Conclusion and Recommendation

Although the teachers' work-life balance, job satisfaction, job commitment and motivation were relatively high, this study concludes that job satisfaction, as positive moderately correlated to job commitment, was the only significant predictor of job commitment. Meanwhile, age, teaching years in service and position moderate the relationship between work-life balance and job commitment. Hence, teachers must remain satisfied with their job to stay committed to provide utmost service to the institution. As teachers stay longer

in their job with possibilities of promotion, they will maintain work-life balance and increase their job commitment.

This study suggests providing programs and other types of incentives to support teachers in maintaining their enthusiasm and commitment in their profession. The school administration should prioritize the teachers' welfare by providing regular consultation and monitoring of their employment situation. The school management's commitment to providing total assistance would enhance teachers' morale, facilitate work-life balance, and foster increased dedication. Similarly, to promote work satisfaction and commitment among teachers, educational institutions and administration may continue to empower them by making them actively engaged. As this study recognizes limitation on research variables, examining other demographic factors might enhance future research in investigating the many potential factors that may influence teacher satisfaction and commitment.

Acknowledgement

The researchers extend gratitude to DepEd National Research Council and DepEd Region IV-A CALABARZON through the Policy, Planning and Research Division for choosing this study in the 7th cycle Basic Education Research Fund (BERF).

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