

**Affective, continuance, and normative commitment of teachers and school heads of the Schools Division of Isabela: An examination of construct validity**

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**ABSTRACT**

Organizational commitment is a key determinant of employee effectiveness and institutional stability in educational settings, yet empirical evidence on its multidimensional structure among public elementary educators remains limited in local contexts. This study examined the affective, continuance, and normative organizational commitment of school heads and teachers in the Schools Division of Isabela for the school year 2022-2023. Using a descriptive survey design, data were collected from 30 school heads and 60 teachers through a structured questionnaire adapted from established commitment scales and analyzed using descriptive statistics and t-tests. Results indicated high levels of commitment across all dimensions, with affective commitment registering the highest average weighted mean (4.76 for school heads; 4.75 for teachers), followed by normative (4.69; 4.70) and continuance commitment (4.67; 4.67). Respondents strongly agreed on factors influencing commitment (grand means: 4.67; 4.70). A significant difference was found in perceptions of influencing factors ( $p = .025$ ), but not in overall commitment levels ( $p = .05$ ). Findings highlight the role of supportive organizational conditions in sustaining educator commitment.

**Keywords:** Organizational commitment, affective commitment, normative commitment, continuance commitment, public elementary schools

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**INTRODUCTION**

Organizational commitment plays an important role in any organization, as satisfied and committed employees naturally perform better and contribute to improved productivity. It is a significant aspect of an employee's psychological state because those who experience high organizational commitment are more likely to engage in behaviors such as organizational citizenship and high job performance, which benefit the organization (Steers, 2016). Organizational commitment is a psychological state that binds individuals to the organization in which they work (Meyer & Allen, 1991). As such, continuous review of employees' organizational commitment and job satisfaction is essential.

The concept of workplace commitment was introduced more than four decades ago and has since remained a topic of sustained interest among researchers (Stevens et al., 1978).

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Studies in the educational field began in the 1980s, focusing on the role of teacher commitment in education (McPherson et al., 1986).

Over time, numerous studies have examined the organizational commitment of teachers across public and private institutions, identifying several contributing factors. One major factor is the high turnover rate, as individuals no longer tend to remain in a single organization throughout their careers (Alsiewi, 2016). Researchers have also explored the relationship between organizational commitment and job satisfaction in the education sector (Pool & Pool, 2007). Building on previous literature, this study analyzes factors affecting the organizational commitment of school heads and teachers in public elementary schools in the Schools Division of Isabela.

Organizational commitment has been identified as a crucial factor in understanding work-related behavior (Steers, 2016). It is a construct through which employees identify with and become involved in their organization (Porter et al., 2016). It includes a strong belief in organizational goals and values, a willingness to exert considerable effort on behalf of the organization, and a strong desire to maintain membership (Porter et al., 2016).

Organizational commitment reflects employees' sense of attachment to organizational goals and their level of loyalty and involvement. It develops as an emotional response arising from the relationship between employees and their organization and is reflected in behaviors, beliefs, attitudes, and loyalty (Bakhshi et al., 2014). However, the psychological conditions driving commitment are not mutually exclusive, and different components contribute to it (Meyer & Allen, 1991).

Meyer and Allen identified three types of organizational commitment: affective, continuance, and normative (Meyer & Allen, 1997). Affective commitment refers to employees' emotional attachment to their organization and their desire to remain because they value their membership (Malik et al., 2014). Continuance commitment relates to employees staying because of perceived costs associated with leaving, such as loss of benefits or lack of alternatives (Imran et al., 2014). Normative commitment is based on a sense of obligation to remain with the organization due to moral or ethical considerations (Meyer & Parfyonova, 2010).

Early perspectives on commitment emphasized the exchange relationship, suggesting that employees weigh the costs and benefits of staying in an organization (Becker, 2015). Employees may remain because leaving could result in financial loss, reduced opportunities, or diminished professional reputation (Farrell & Rusbult, 2016). Skills acquired during employment may also strengthen commitment if employees believe these skills are not easily transferable elsewhere (Scholl, 2017). Frequent job changes may negatively affect professional reputation and perceived loyalty (Staw, 2015).

In this context, the present study aims to explore the organizational commitment of school heads and teachers in the Schools Division of Isabela to better understand factors that contribute to commitment and enhance performance.

This study draws on several motivation theories relevant to employee commitment in educational institutions, including Maslow's Hierarchy of Needs, ERG Theory, Herzberg's Two-Factor Theory, and McClelland's Acquired-Needs Theory.

Maslow's Hierarchy of Needs proposes that human needs are arranged in a hierarchy, beginning with physiological needs, followed by safety, social, esteem, and self-actualization needs (Maslow, 1943, 1954). Once lower-level needs are satisfied, higher-level needs become motivating factors. In the workplace, unmet needs can negatively affect performance, while fulfilling these needs through adequate compensation, job security, supportive environments, recognition, and growth opportunities can enhance motivation and commitment. Empirical studies indicate that compensation, promotion, and job security significantly influence

employee commitment (Zameer et al., 2014), while work environment, training, and performance management systems also play important roles (Ahmad et al., 2017).

ERG Theory, developed by Alderfer, categorizes needs into existence, relatedness, and growth and suggests that multiple needs may operate simultaneously (Alderfer, 1969). Employees may pursue different needs at the same time, highlighting the importance of addressing various motivational factors concurrently.

Herzberg's Two-Factor Theory distinguishes between hygiene factors and motivators (Herzberg et al., 1959). Hygiene factors, such as salary, working conditions, policies, and job security, prevent dissatisfaction, while motivators, including achievement, recognition, and responsibility, promote satisfaction and improved performance (Cummings & Elsalmi, 1968).

McClelland's Acquired-Needs Theory identifies three dominant needs: achievement, affiliation, and power, which influence behavior and motivation (Spangler, 1992). Understanding these needs enables organizations to design strategies that effectively motivate employees and strengthen commitment (Spreier, 2006).

The study is anchored on the Input-Process-Output (IPO) model of goal accomplishment. The input includes respondents' demographic and professional characteristics, such as age, gender, civil status, educational attainment, position, performance rating, years of service, and training, as well as factors affecting affective, continuance, and normative commitment. The process involves assessing the levels of these three forms of commitment among school heads and teachers. The expected output is improved understanding and potential enhancement of organizational commitment in public elementary schools.

#### Statement of the problem

This study aimed to assess the levels of affective, continuance, and normative commitment among school heads and teachers in public elementary schools in the Schools Division of Isabela for the school year 2022-2023. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of age, gender, civil status, highest educational attainment, present position, latest performance rating, years in service, and level of in-service training attended?
2. What is the extent of agreement regarding factors affecting organizational commitment in terms of affective, continuance, and normative commitment?
3. To what level is organizational commitment manifested by school heads and teachers in terms of affective, continuance, and normative commitment?
4. Is there a significant difference between the perceptions of school heads and teachers regarding their affective, continuance, and normative commitment?

#### METHODOLOGY

The study employed a descriptive survey design to obtain essential data from employee-respondents. The descriptive method is appropriate for examining current conditions through systematic description and quantification (Best, 1999). It also allows researchers to identify relationships among variables and analyze problematic situations by defining problems, selecting appropriate subjects, and interpreting findings objectively (Van Dalen & Meyer, 1999).

The research was conducted in public elementary schools in the Schools Division of Isabela. The locale provides the contextual setting for examining organizational commitment among school heads and teachers within the public basic education system.

The respondents consisted of school heads and teachers from public elementary schools across the Schools Division of Isabela. Random sampling was used to ensure representation

across the different legislative districts, providing a balanced distribution of participants. A total of 30 school heads and 60 teachers participated in the study.

Data were collected primarily through a structured questionnaire, supplemented by interviews and documentary analysis to verify responses and clarify ambiguous information. The questionnaire was composed of three parts: respondent profile, factors affecting organizational commitment, and level of organizational commitment. The section on factors affecting organizational commitment was adapted from the study on organizational commitment among teachers in government and private universities (Bano et al., 2019). The section measuring organizational commitment utilized the Meyer and Allen Organizational Commitment Survey, which assesses affective, continuance, and normative commitment (Meyer & Allen, 1991). The questionnaire was not subjected to pilot testing because the adopted instruments had already been validated in prior studies. Reported reliability coefficients for the commitment scales indicate acceptable internal consistency across affective, continuance, and normative dimensions (Meyer & Allen, 2004).

Before data collection, permission was obtained from the Schools Division Superintendent and school heads. The researcher personally distributed and retrieved the questionnaires, ensuring complete retrieval. Interviews were conducted during retrieval to supplement responses, and documentary analysis was undertaken to validate information. The collected data were then organized, tabulated, and interpreted to generate findings that informed conclusions and recommendations.

Descriptive statistics were used to summarize respondent profiles, while weighted mean analysis was applied to assess levels of agreement and commitment. A t-test was employed to determine whether significant differences existed between the perceptions of school heads and teachers regarding affective, continuance, and normative commitment.

## RESULTS AND DISCUSSION

This section presents the findings of the study based on data gathered from 30 school heads and 60 teachers in public elementary schools in the Schools Division of Isabela for the school year 2022-2023. A descriptive survey design was employed, with data analyzed using descriptive statistics and t-tests. Results are interpreted in relation to the study's objectives, covering respondent profiles, factors affecting organizational commitment, levels of affective, continuance, and normative commitment, and differences in perceptions between school heads and teachers.

### Respondent profile

The demographic characteristics indicate a mature and professionally experienced cohort of school heads and teachers. School heads were predominantly aged 41-45 years (26.67%) and 46-50 years (23.33%), while teachers were largely within the 36-40 (36.67%) and 41-45 (23.33%) age brackets. These patterns suggest mid-career professionals with substantial occupational experience, consistent with evidence that age and tenure are associated with stronger organizational attachment due to accumulated investments and role stability (Steers, 1977). Similarly, Becker's (1960) side-bet theory posits that long-term involvement strengthens commitment as employees accrue professional and personal stakes in their organizations.

Females comprised the majority of respondents (60% of school heads and 70% of teachers), reflecting the feminization of the teaching profession documented in prior studies (Malik et al., 2010). This demographic trend may shape collaborative workplace dynamics and relational aspects of organizational culture.

Most respondents were married (83.33% of school heads and 78.33% of teachers), suggesting a workforce characterized by personal stability, which has been associated with stronger work commitment and responsibility (Becker, 1960). Educational attainment levels were notably high, with half of the school heads holding master's degrees and one-third holding doctorates, while teachers were largely master's graduates or had completed graduate units. These findings support Ahmad et al. (2017), who reported that higher educational attainment enhances professional engagement and commitment through increased competence and career investment.

In terms of professional rank, most school heads held Principal II positions (50%), and the largest group of teachers were Teacher III (41.67%), indicating relatively experienced personnel across hierarchical levels. Performance ratings further underscore this pattern, with more than 90% of respondents in both groups receiving outstanding evaluations. High performance has been linked to stronger commitment due to alignment between individual capabilities and organizational expectations (Steers, 1977). Length of service data reinforce this observation, with school heads commonly reporting 16-20 and 26-30 years of experience and teachers most frequently reporting 16-20 years. Long tenure has been associated with stronger affective and continuance commitment through accumulated organizational investments (Meyer & Allen, 1991). Participation in training across multiple administrative levels further reflects a culture of continuous professional development, which has been shown to enhance commitment by strengthening skills and organizational support (Zameer et al., 2014).

#### Factors affecting organizational commitment

The findings demonstrate strong agreement that multiple factors influence organizational commitment across affective, normative, and continuance dimensions, consistent with the three-component model proposed by Meyer and Allen (1991, 1997). Affective commitment factors yielded high agreement among both groups, with job satisfaction and achievements emerging as the strongest predictors. This finding confirms prior research emphasizing the central role of intrinsic motivators and positive work experiences in fostering emotional attachment (Bakhshi et al., 2014). The prominence of achievement-related factors suggests a performance-oriented organizational climate where recognition and meaningful work reinforce commitment.

Normative commitment factors also received strong agreement, with job security satisfaction emerging as the most influential determinant. This aligns with Meyer and Parfyonova (2010), who highlighted the importance of perceived organizational support and stability in shaping feelings of obligation and loyalty. The strong emphasis on job security may reflect contextual realities within public education systems, where employment stability is highly valued. Compared with studies in more volatile labor markets, this finding underscores the enduring importance of institutional stability as a driver of commitment in public sector environments.

Continuance commitment factors likewise recorded high agreement, with compensation-related variables such as salary packages and benefits emerging as key determinants. This supports exchange-based perspectives (Farrell & Rusbult, 1981), which argue that employees remain when perceived costs of leaving are high. Although some studies report weaker continuance commitment among educators, the relatively high ratings observed here suggest that economic considerations remain salient even among intrinsically motivated professionals. This finding may reflect broader socioeconomic conditions influencing career decisions in public education.

Overall, respondents strongly agreed that organizational commitment is shaped by a combination of intrinsic, normative, and economic factors. Continuance factors ranked highest among school heads, while affective and normative factors ranked highest among teachers, indicating role-based differences in motivational emphasis. These differences may reflect the administrative responsibilities of school heads, which often involve greater sensitivity to organizational resources and structural conditions.

#### Level of organizational commitment

The results reveal consistently high levels of organizational commitment among both school heads and teachers across all three dimensions. Affective commitment emerged as the strongest dimension, with respondents expressing strong emotional attachment and willingness to remain in their organizations long-term. This finding is consistent with Meyer and Allen's (1997) conceptualization of affective commitment as the most desirable form of attachment and with studies indicating that emotional connection is the strongest predictor of commitment in educational settings (Malik et al., 2010).

Normative commitment levels were similarly high, reflecting strong loyalty and moral obligation to remain in the organization. These results support Meyer and Parfyonova's (2010) argument that organizational cultures emphasizing loyalty and professional values foster sustained commitment. Compared with private sector contexts where normative commitment may be weaker, the findings suggest that public education environments cultivate stronger moral attachment due to service orientation and professional ethos.

Continuance commitment also recorded high levels, indicating that perceived costs of leaving and limited alternatives contribute to retention. This pattern aligns with Becker's (1960) side-bet theory, which posits that employees remain due to accumulated investments and perceived sacrifices associated with leaving. However, the relatively balanced strength across all three commitment dimensions contrasts with studies that report lower continuance commitment among educators, suggesting that respondents perceive both emotional and economic incentives to remain.

The overall high commitment levels indicate a supportive organizational environment that fosters both psychological attachment and retention. The dominance of affective commitment suggests that employees remain primarily because they want to, rather than solely because they feel obligated or constrained, which is associated with more positive organizational outcomes.

#### Differences in perceptions

The analysis revealed a significant difference between school heads and teachers in their perceptions of factors affecting commitment, indicating that the two groups assign different levels of importance to specific determinants. This finding supports Steers' (1977) assertion that organizational roles shape how employees interpret workplace conditions. Administrators may place greater emphasis on structural and resource-related factors, while teachers may prioritize relational and instructional conditions.

Despite these perceptual differences, no significant difference was observed in overall commitment levels, suggesting convergence in actual commitment outcomes. This finding is consistent with Meyer and Allen (1991), who noted that different antecedents may lead to similar levels of commitment due to the multidimensional nature of the construct. It also indicates the presence of a cohesive organizational culture that fosters commitment across hierarchical roles.

The findings reinforce the multidimensional nature of organizational commitment and confirm the applicability of Meyer and Allen's (1991, 1997) three-component model in public

education contexts. The dominance of affective commitment highlights the importance of emotional attachment and organizational identification as primary drivers of commitment. This aligns with prior research emphasizing the role of positive work experiences and meaningful engagement in fostering strong attachment (Bakhshi et al., 2014).

The strong influence of job security and organizational support underscores the importance of stable employment conditions in sustaining commitment, particularly in public sector environments (Meyer & Parfyonova, 2010). At the same time, the prominence of compensation-related factors supports exchange theory perspectives, indicating that both intrinsic and extrinsic motivators operate simultaneously (Farrell & Rusbult, 1981).

The relatively balanced levels across commitment dimensions suggest a supportive organizational climate that fosters emotional, moral, and economic attachment. This finding extends previous literature by demonstrating that public elementary schools can sustain comprehensive commitment profiles when professional development opportunities, recognition systems, and stable employment conditions are present. The absence of differences in overall commitment levels between school heads and teachers indicates a shared organizational culture characterized by common goals and values. However, differences in perceived determinants highlight the need for leadership approaches that address role-specific motivational priorities while maintaining organizational cohesion.

Overall, the results contribute to the literature by confirming the relevance of the three-component model in educational settings and highlighting the interplay of intrinsic motivation, organizational support, and economic considerations in shaping commitment. These findings underscore the importance of sustaining supportive work environments, providing opportunities for growth, ensuring job security, and recognizing employee contributions to maintain high levels of organizational commitment.

## CONCLUSION

This study examined the affective, normative, and continuance organizational commitment of school heads and teachers in public elementary schools in the Schools Division of Isabela and identified the key factors influencing these dimensions. The findings indicate that respondents are largely experienced and professionally qualified educators with strong performance records and sustained engagement in professional development, providing a solid foundation for effective school leadership and instruction.

The results reveal strong agreement on the importance of job satisfaction, job security, professional achievements, and compensation in shaping organizational commitment. Both school heads and teachers exhibited high levels of affective, normative, and continuance commitment, indicating that their attachment to their organizations is driven by emotional connection, a sense of obligation, and recognition of the practical benefits of remaining in their institutions. The prominence of affective commitment suggests that educators remain committed primarily because they find meaning and value in their roles.

Although a significant difference was observed in the perceptions of factors influencing commitment, no significant difference was found in the overall level of commitment between school heads and teachers. This indicates that despite differences in perspectives arising from their roles, both groups share a strong sense of dedication and attachment to their organizations, reflecting a cohesive organizational culture.

The study contributes to the literature by reinforcing the multidimensional nature of organizational commitment in educational settings and highlighting the importance of supportive work environments, opportunities for professional growth, and stable working conditions in sustaining high levels of commitment. It is therefore recommended that school leaders continue to promote supportive and participatory leadership practices, regularly assess

organizational commitment, and strengthen professional development initiatives. Sustaining these strategies is essential for maintaining strong educator commitment and enhancing organizational effectiveness in public elementary schools.

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