

Motivational Factors of Teachers in Medina College: Their Implications to Work Commitment

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Abstract— More than human capital is needed to ensure behaviors that support organizational performance. In this regard, schools must translate their human capital into actions that result in a performance critical to achieving organizational goals. This study determined the motivation and work commitment level among the teachers at Medina College during School Year 2021-2022. There were 63 teachers used as the population to be studied. The postpositivist paradigm allows the researcher to employ mixed-method analysis and presentation. As a result, the level of the motivational factor was regarded as high ($M=2.90$). For work commitment, it was generally interpreted as "high" ($M=2.75$). Additionally, the inferential analysis disclosed that the relationship between motivation and work commitment was positively correlated, $r(99)=.60$, $p<.05$. In the qualitative a, three significant themes were or themes uncovered: a) Financial Literacy, b) Salary in Private Schools, and c) Maturity among Private School Teachers. In conclusion, work commitment and motivation positively affected one another. As to motivational factors, the results imply that motivation level increases the work intention gradually arising from basic needs to self-actualization. Moreover, the level of work commitment can be explained through salary and compensation schemes. Grounded on the deductions in this study, there must be a mechanism explaining what is expected from both parties, the employer and employee. Also, teachers' development programs should stress one actualization of axiological values. In this manner, it will allow increased work commitment and motivation among teachers.

Keywords— Work commitment, motivation, self-actualization.

I. INTRODUCTION

Our individuals establish goals and track results for continuous progress as a public enterprise. Man, and device work in comparative consensus to accomplish better than either could independently. Devices obtain accuracy and capability. They complete our lives more comfortable and perfect our techniques. Moreover, numerous methods improve our rate of vitality. Nonetheless, individuals keep something that devices do, not human nature and motivation.

More than human capital is required to provide conducts that sustain organizational arrangement. Schools must solve their human assets into activities that result in implementation crucial to attaining organizational objectives. The nature of motivation is the spirit and inspiration that directs individuals to involve their human means to complete the organization's objectives. Inspiration is the process via which this translation conveys place.

Typical manners have a precise reason. These may connect to an individual's conditions or the effects of his measures. Regarding needs, people are inspired not by what others acknowledge they ought to have but by what they like. From an outsider's perspective, a person's condition may be imaginary, but they are constantly

regulating. This truth delivers school management with two methods to encourage employees. It can permit them to explore how a particular movement will enhance their demand satisfaction, or it can jeopardize and reduce their demand satisfaction unless they pursue a path of movement.

Motivation can be described as forces that move an individual to behave in certain ways. Others view it as something driven from outside the person (extrinsic motivation), whereas others feel that motivation comes from inside (intrinsic motivation) (Dorji, 2024). Motivation among teachers in educational organizations is important for the effectiveness, efficiency and quality of a school system. Intrinsic and extrinsual motivators can boost teacher performance, while negative factors like teacher frustration or dissatisfaction can hinder school productivity. Inquiring about whether teachers are motivated by their own efforts or by external factors can be a valuable lesson for administrators, as they must foster both types of motivation (Yarim et al. 2022).

Motivation is referred to as a process of studying the intensity, direction, and persistence with which an individual will pursue his objectives. It thus emanates from some complex interaction between personal characteristics and situational factors. Motivation is not

essentially about monetary compensation, though various elements like the well-defined role and clear job description can be improved. Motivation can also be defined as having three psychological functions: energizing individuals, fostering disciplined behavior, and guiding actions in a consistent manner (Purnamasari et al., 2020).

Building from there, motivation impacts the behavior of workers directly and immediately affects individual performance. Whereby skills and knowledge form a power to attain a thing done, it is what gives the power an influence in its application and may therefore increase interest and involvement in doing tasks (Putro, 2015, cited in Anwar et al., 2021). In organizations, the use of motivation by employers produces more humane conditions at work where employees and the management are better able to relate each other (Zhang & Liu, 2019; Marongwe et al., 2020). As far as education is concerned, motivation takes the form of the will or desire of a teacher to teach, which has been influenced by some factors such as job satisfaction and passion for work (Wang et al., 2020; Pepe et al., 2021).

Motivation, a complex concept, is closely linked to individuals and their needs. It is an inner force driving actions, influenced by psychological factors that shape efforts toward personal or organizational goals. This drive is sustained by compensation, including salaries, benefits, bonuses, training, promotions, favorable conditions, and positive workplace relationships. Motivated teachers perform their duties diligently, guided by their conscience (Davidovitch&Dorot, 2023). Motivation enables employees to exert effort based on how well it meets their needs and environment. A proactive worker efficiently completes tasks. Organizations must foster high motivation levels to align employee goals with their mission and vision, enhancing performance (Comighud& Arevalo, 2020).

Motivation is essential to our natural preferences, deeply connected to senses, emotions, and sentiments. It is an internal process driving goal pursuit, influenced by intrinsic and extrinsic factors. In employee development, motivation is key to achieving objectives, reflecting a natural tendency for growth. Achievements stem from monetary incentives, social encouragement, or psychological forces, shaping job satisfaction and organizational commitment.

Motivators fall into three categories: basic needs, social influences, and work nature. Basic needs must be met

for fulfillment, while social motivators stem from others' perceptions. Work itself can drive motivation, providing satisfaction and accomplishment. Encouraging these motivators fosters engagement, enhancing personal and organizational success.

Herzberg (2005): a two-dimensional thought that molded motivation in a workplace. The first dimension consists of hygiene factors, which are elements whose absence primarily imports employee dissatisfaction. They do not actually motivate the worker but assist them to have a rather neutral or comfortable employee satisfaction. These comprise aspects such as salary, job security, or working conditions, which are necessary to keep an individual from being dissatisfied. They do not necessarily make the individual want to work harder. Besides, motivators are the opposite. Motivators actually add to employee satisfaction, and they're more intrinsic. These include work-related factors, such as achievement, growth, recognition, or advancement potential, which motivate people to give their best.

The motivation of the employees is going to be governed by hygiene factors and motivators according to Herzberg. The latter includes opportunities for work accomplishment, personal growth, recognition, and career advancement, which are motivators of high motivation, unlike hygiene factors, such as management practices, salary, job security, and working conditions that only provide a floor level of motivation and prevent dissatisfaction but cannot be relied on to push employees beyond their limits. Employees will therefore be drawn to stretch their achievement motivation goals toward higher targets and improvement constantly.

Baptista et al. (2021) went further to support Herzberg's ideas by observing that motivational practices have cultural antecedents. Thus, they established that countries with a high level of achievement motivation tend to progress socially and economically very fast. Such motivational patterns, especially achievement-specific ones, often dominate the situation.

Work motivation is a crucial component in deciding employees' productivity and efficiency. It can be defined as a leadership process of controlling behavior founded on understanding what drives people to think. The term work motivation denotes a set of energetic forces that are internal and external, driving work-related behavior. It dictates how the work is accomplished, and what direction, intensity, time required to complete it.). Essentially, it involves the

factors that prompt individuals to participate in work-related activities and sustain their efforts for an extended period (Rashmi 2023). Additionally, to prevent existing releases, employees must be ready to contribute loose work action, which is voluntary and outside and above what is needed or customarily desired. Nevertheless, understanding and knowledge of what encourages workers should still be enhanced.

In addition to work motivation, teachers also require commitment. Teacher commitment is described as the degree to which a teacher identifies with the goals and values of the school and actively participates in its activities. Organizational commitment serves as a significant indicator for teachers who are either motivated to remain in their jobs or consider moving to different positions (Anwar et al., 2021). Commitment is the perspective of employees to stay in the organization and be interested in efforts to achieve the company's mission, values, and objectives. This responsibility aspect is considered essential because workers with a high dedication to the organization manage to have a skilled perspective and support the consented values. The relationship between employees and employers, which is determined by commitment, is characterized by specific behavior or psychological factors that determine their decision to remain within the organization (Kotzé&Nel, 2020).

The commitment to individual values, self-restraint, and attitudes contribute to the success of teachers in their teaching duties. When teachers are not committed, they may display behaviors such as late arrivals, lack of concern for the school environment, apathy towards students and inability to develop their skills (Anwar et al., 2021). Commitment is a significant issue tied to educators' professional identity, highlighting the essential role of any educational qualification and garnering substantial attention. Effective management of the academic sector requires a higher level of professional commitment from educators, which is characterized by their attachment, connection, and dedication to their work and responsibilities in fulfilling their tasks (Zhang et al., 2020).

Organizational commitment is characterized by an employee's emotional attachment, identification, and involvement with the organization. It represents the degree to which an individual identifies with and becomes involved in the organization's goals and activities. Research shows that organizational commitment influences employees' participation in

actions that benefit both the organization and themselves, with studies highlighting its positive relationship with job performance. Furthermore, factors like training opportunities and support are significantly related to organizational commitment, emphasizing the importance of fostering a work environment that encourages employee development and dedication (Manalo et al., 2020). Similarly, the organization should likewise rehearse genuine transmission because this will cause workers to feel valued by the organization, thus creating them loyal. As a result, open communication will improve employees' job motivation (Memmott& Growers as cited in Ab Halim&Mokhtar, 2019).

Organizational commitment is considered a premium essential for any academic organization. The significance of a teacher is confined primarily by the method he abides around his work and other teachers with whom he operates and by his perspective towards the institution that hires him. These are the things thought for the entire working pressure which defines a person's commitment. Teachers influential in responsibility discover it effortless to be inquisitive in whatever they do and apply themselves to it wholeheartedly.

Winarno& Hermana (2019) suggests that performance is affected by job founded on responsibility based on the natural acumen of the work of teachers in higher education. To enhance performance, worked as an endurable approach, measures to fulfill job needs and benefits are physical, psychological, and moral. The findings of a university study that found higher education levels were associated with lower organizational commitment, suggesting that employee engagement could be improved. Both work commitment and quality of life were found to be high at the university, according to the study. Teachers' work commitment, which is determined by their job experience, belief in the school's objectives, work ethic, and career dedication are crucial to the success of an organization. Furthermore, the level of teachers' work satisfaction is closely linked to their organizational commitment, as high-performing teachers are more likely to be dedicated and contribute to better achievement and productivity (Leal &Baniel, 2024).

Maintaining motivation is crucial for teachers to perform at their highest level in carrying out their responsibilities (Brandmiller et al., 2020). Work motivation has a positive and significant impact on teachers' performance, either partially or concurrently

(Rofifah et al., 2021), and similar findings were reported by Tasya and Gilang (2020), who concluded that motivation significantly impacts employee performance.

Paais and Pattiruhu (2020) examined the effects of motivation, leadership, and organizational culture on job satisfaction and employee performance. Their findings revealed that motivation and organizational culture significantly improved employee performance but did not affect job satisfaction, whereas leadership positively influenced job satisfaction but had no impact on performance. Enhancing these factors is crucial for boosting job satisfaction, which ultimately leads to improved employee performance. In the research, it tries to establish whether workload and motivation affect teacher performance. Most teachers claim to have an optimal workload and high motivation, yet neither affects their performance. The only performance influencer mentioned by teachers was length of service, which negatively correlated with performance (Solania et al., 2023).

Teacher motivation is such a critical variable in determining the performance of teachers and the overall outcome of education for children. A study conducted by Štemberger(2020) with active secondary school teachers found that there were gender differences in motivation such that female teachers were often intrinsically motivated. Many female teachers had been motivated by an interest in the subjects they were teaching or a desire to work with children. Male teachers, however, were motivated into this profession by several socially external factors such as family influence or parental guidance. This shows that teachers are both personally interested and externally inspired by different circumstances to motivate them. The factor that encourages teacher motivation across genders is effectually understood.

Besides, Kumazawa (2013), as cited by Pourtousi and Ghanizadeh (2020), conducted a study on first-year novice teachers and discovered that those who join the profession want to see some level of dissonance between what these novices had expected from the job and what they actually got. This is a big blow to the self-image and motivation of the interns at the start of their careers. In this period, the difference between the fantasized images of what teaching should be like, external expectations, and the strong reality in classrooms creates anxiety and lack of motivation. Gradually, however, motivation grows after the novice teacher starts gaining

experience and experimenting to get a feel of the new methods taught, support, and professional development.

Furthermore, Hung (2020) relates motivation in teachers to the quality of education and presents an empirical investigation based on about 42 English teachers operating at the Center for Foreign Languages at Can Tho University. The results show that the motivation of teachers is positively correlated with their perception of quality education. Motivated teachers also provide instruction of higher quality, thus contributing to the overall better educational experience. This can be taken as a position that teacher motivation is among the essential ingredients for an educational success-driving force that helps create a motivating environment for teachers to bring about better outcomes in education.

Similarly, Herrity (2022) strengthens the nexus between motivation and teacher performance by stating how essential work ethic is in professional success. A teacher's great work ethic causes him or her to be hooked on the importance of improving one's profession and to his profession. Such employment is also said by Ross (2022) to be a feeling by teachers wherein their social needs had been met - the concepts of belonging and interpersonal connection - so that they generally feel happier and are more motivated into doing good for his work. The need for fulfillment of such social and emotional needs forms an integral part of a teacher's motivation and satisfaction with the job. Finally, Farimani (2020) investigates the construct of self-actualization in teachers stating that individuals arrive at a stage of optimal personal growth in life so that teachers can operate under adverse conditions regarding failures as shoes for learning. Such an executive definition would permit one to understand that, in this case of self-actualization, teachers tend to be those who are most motivated and fulfilled in their personal as well as professional lives, thus standing at a better angle to meet the challenges of the profession. In doing so, they form an enriching and meaningful personal and academic experience that will benefit future students and the educational system as a whole. Such studies, as mentioned above, amplify the fact that teacher motivation is extremely complicated and multifaceted, and by extension, further recognizes that teaching effectiveness and quality are likely to be grossly affected by it.

It is critical for all employees, specifically teachers and their leaders, to know and supervise the work requirements and elements involving their work. These

requirements and characteristics refer to how motivated they are, what motivations drive them to persist, and what degree of fulfillment they emanate from their work.

The above conclusions indicate the incongruence between their job motivation and satisfaction status; therefore, inadequate, or insufficient motivational force. Nevertheless, they promised the dire need for possibilities in their job conditions for such a demand for self-realization. Procedures, regulations, and restrictions are passed down to their leaders and head offices, thus repressing participation, involvement, development, and evolution. Among the variables of sex, age, civil status, and educational accomplishment of the respondents, only age spectrum and civil level have been noticed to have a recurring association with that element from which job satisfaction emanated.

Commitment is a crucial component in an organization. It relies on the actions and functions created by workers in an organization. Determined workers who are more effective and efficient have less potential to leave their organization. It is because such workers are ready to serve the organization's purpose with a powerful urge to dwell. In addition, motivated workers will deliver an increased responsibility towards themselves, feel less stress thus value their job. Unmotivated workers will contribute to absenteeism, performance poorly at work, and other adverse elements that may contribute to the organization. Thus, this paper seeks to gauge the connection between job motivation and organizational loyalty among employees at Medina College, Ozamiz City. The conclusions indicate a clear connection between work motivation and organizational responsibility. In the finale, an organization should improve job motivation and employee dedication.

II. RESEARCH METHODS

Research Design

This research followed the mixed method framework in explaining the research ontology and epistemology. Mixed method research allows researchers to explain the research phenomenon in terms of quantitative and qualitative analysis (Creswell, 2003).

In this study, the motivation and work commitment level was measured and analyzed quantitatively. Moreover, the factors that contributes to work commitment were arranged in themes through qualitative analysis.

Research Setting

This study had its setting in Medina College Science High School Departments, ManingcolOzamiz City. The growth of Medina College, its humble beginning, is brought by the kindness and generosity of its founders, Dr. Rico M. Medina Sr., and Dr. Beatriz C. Medina. Motivated by a strong desire to enhance Healthcare Delivery in June 1963, Dr. Rico and Beatriz Medina established Medina School of Midwifery in Annex, Ozamiz City, the first private institution of Midwifery in the province of Misamis Occidental.

The school grew and expanded to unprecedented heights through gainful insight, hard work, discipline, patience, and perseverance. So, in 1975, before the watchful eyes of the residents of Ozamiz City, Medina School of Midwifery opened its door to applicants for the College of Nursing. Shortly after that, more courses opened and were offered to cater to the needs of residents and neighboring areas. As such, the growing population necessitated the construction of a two-story concrete building in Maningcol, Ozamiz City. Medina School of Midwifery was converted to Medina College. Medina College continues its excellent service to provide quality education in Northern Mindanao and its neighboring places.

Research Respondents

The study's respondents are the teachers of Medina College, Ozamiz City. Medina College has a total of 63 teachers. No sampling was conducted, as the entire population of respondents was utilized to ensure comprehensive data collection. This approach provided a more accurate representation of the teachers' perspectives. The gathered data will be analyzed to identify trends and insights relevant to the study's objectives.

Research Instrument

The motivational factors of teacher's questionnaire consisted of 25 statements for which the respondents were asked to point out the degree of their agreement or disagreement based on a scale of Very High (VH), High (H), Moderate (M), Average (A) and Low (L). Each of these statements falls under the significant motivational factors expected of a teacher: physiological needs, safety, and security needs, belongingness and social affiliation, esteem and status needs, and self-actualization. This instrument was administered to teachers in medina college science high school.

Instrument Validity

To determine the validity of the researcher-designed instruments were subjected to dry-run procedures of 20 respondents who did not form part of the study. The results were used to refine the research instrument further where necessary.

Data-Gathering Procedure

The data-gathering procedure employed in this investigation undergoes a systematic process to ensure that no violation of data privacy or conflict of interest will arise. After the proposal defense, the researcher seeks permission from the graduate school dean, Medina College Ozamiz City, to conduct the study. A letter of permission was furnished to the School President, Vice President for Academic Affairs, and School Principal of the research locale. After this, the researcher explained the research's purpose and objectives to the school administrators of Medina College and emphasized the benefits that could be gained from the study.

After permissions were secured, the Human Resource staff served as the research enumerator for the study. The HR staff was tapped to avoid violations regarding handling and misusing data in research. The researcher explained to HR staff the study's nature and rationale and the Guidance office's expected involvement in the data-gathering and safekeeping of the gathered data. Moreover, the data gathered by the HR staff were the motivational factors concerning the work commitment of teachers. The data gathering phase lasted for two months, and it was gathered through a virtual conference

(zoom) to explain the nature of the research and google forms to answer the indicators presented in the research instrument.

Ethical Considerations

The development of this research adheres to the principles of research ethics as recommended by APA directorates (2019). First, respect for intellectual property was applied using appropriate citation of ideas, reasonable using copyrighted materials, and avoiding plagiarized content. Second, informed consent rules were strictly followed (see Data-Gathering Procedure). Third, respect for confidentiality and privacy has emphasized the nature of the gathered data. The storage data gathered on the teachers' work commitment remains in the custody of the Human Resource Office. At the same time, the collected data for motivational factors are deposited in the HR office and the guidance counselors' office.

Statistical Treatment

The study employed mean and standard deviation to assess teachers' motivation and work commitment, while Pearson R correlation determined their association. For qualitative analysis, Colaizzi's Method was used, involving transcript review, extraction of significant statements, thematic categorization, and validation with participants. Additionally, NVivo software facilitated systematic coding and thematic analysis, ensuring efficient data organization and interpretation.

III. RESULTS AND DISCUSSION

Table 1. Motivational Factors of Teachers

Constructs	Mean	SD	Interpretation
Psychological Needs	3.27	0.69	Very High
Safety and Security Needs	3.02	0.77	High
Belongingness and Social Affiliation	3.17	0.73	High
Esteem and Status Needs	2.78	0.53	High
Self-Realization and Self-Fulfillment Needs	2.23	0.65	Low

Note: 1.00-1.75 (Very Low); 1.76-2.50 (Low); 2.51-3.25 (High); 3.26-4.00 (Very High)

Table 1 highlights the level of motivational factors of the respondents in terms of Maslow's Hierarchy of Needs (1943). It can be observed that the subscale Psychological Needs constituted the highest Mean of 3.27, interpreted as "Very High." Further, the construct of self-realization and self-fulfillment needs was interpreted as low (M=2.23, SD=0.65). As posited by the related studies relative to motivational factors,

McLeod (2023) made it known that as individuals progress to a higher level in the hierarchy of Maslow's theory, the motivational effect lessens or decreases. As observed in this study, the elements of basic needs yielded the highest regard among teachers regarding motivational factors. Consequently, the self-fulfillment needs were generalized as a "low" push factor to their motivation.

In general, the level of the motivational factor was interpreted as high ($M=2.90$). As expressed by Stefan et al. (2020), Maslow's Hierarchy of Needs effectively affects the level of motivational factors. It can be

deduced that the primary motivation metric among teachers was influenced by their needs reflected in Maslow's Hierarchy.

Table 2. Level of Work Commitment among Teachers

Indicators	Mean	SD	Interpretation
1. My salary is enough for me to have a decent living.	1.89	0.77	Low
2. I enjoy taking on new challenges.	2.87	0.65	High
3. I get along with peers and clients.	2.57	0.53	High
4. Act as a cheerleader in the workplace.	3.12	0.58	High
5. I am satisfied with the school's policies.	2.87	0.87	High
6. I quickly get along with peers and stakeholders.	2.76	0.76	High
7. I quickly get along with peers and stakeholders.	3.01	0.83	High
8. The number of teaching hours is unreasonable.	1.66	0.97	Very Low
9. Teaching provides me with a great deal of personal satisfaction.	2.77	0.65	High
10. I am effectively committed to my organization.	2.88	0.67	High
11. My co-teachers are appreciative of my work.	3.12	0.76	High
12. My teaching loads are unreasonable.	1.89	0.56	Low
13. The teachers work collaboratively to achieve the school's vision, mission, and goals.	2.88	0.78	High
14. My superior makes me feel comfortable when he visits my class.	2.56	0.65	High
15. If I could earn money in another field, I would stop teaching.	2.89	0.74	High
16. I would recommend teaching as a profession to my students.	2.78	0.59	High
17. Teaching affords me the security I want in an occupation.	2.96	0.63	High
18. My superior shows genuine interest in my performance as a teacher.	2.83	0.67	High
19. To me, there is no more noble profession than teaching.	3.28	0.78	Very High
20. I enjoy teaching my students.	3.33	0.67	Very High
21. As a teacher, I feel comfortable seeking advice from superiors.	2.76	0.68	High
22. Takes pride in one's work and strives to deliver the best possible results.	2.39	0.55	Low
23. Teachers take the initiative to complete tasks.	2.87	0.74	High
24. Is open and honest and expresses any criticism in a way that shows respect and dignity to others.	2.93	0.78	High
25. I am well satisfied with my profession as a teacher.	2.87	0.65	High

Note: 1.00-1.75 (Very Low); 1.76-2.50 (Low); 2.51-3.25 (High); 3.26-4.00 (Very High)

Table 2 presents the indicators of the level of work commitment among teachers. It can be observed that generally, this variable was interpreted as "high" ($M=2.75$). A deeper look into the indicators of this variable allows us to deduce that Salary is highly regarded as a contributing factor that results in a low level of work commitment among teachers ($M=1.89$, $SD=0.77$). Moreover, the teachers' intrinsic enjoyment of teaching their students corresponds to their very high level of work commitment ($M=3.33$).

There were opposing pieces of literature and studies that were found relevant to the findings unveiled herein. Ahad et al. (2021) disproved that work commitment is linearly related to the compensation received. The

findings mentioned above contradict the disclosed results in this study. However, it was mentioned by Ford et al. (2019) stated that a decent amount of salary strengthens work commitment in an organizational setting; as employees exert much effort in the embodiment of their job descriptions, they expect a higher return in terms of compensation or salary.

Considering the opposing claims in this body of knowledge, conducting a qualitative analysis of why the research locale viewed the indicator "My salary is enough for me to have a decent living" as low is imperative. Consequently, the qualitative analysis may reveal unobserved characteristics and themes that clearly explain the phenomenon's occurrence.

Table 3. Relationship between Level of Motivation and Work Commitment

Variable	R-value	p-value	Strength of Association
Level of Motivation and Work Commitment	0.65	p<0.05	Strong Positive Correlation

* significant at p<.05

Table 3 presents the bivariate analysis of the independent and dependent variables. The relationship between motivation and work commitment was positively correlated, $r(99)=.60$, $p<.05$. The result is statistically significant at $\alpha=0.05$. Overall there was a moderate correlation between these variables. Level of motivation was positively correlated with employees' work commitment.

Factors affecting Work Commitment

As highlighted in the above findings, there is a need to thoroughly inspect factors that contributed to the low level of work commitment. In the quantitative analysis made, the indicator that pertains to salary stood out as a low indicator. Moreover, there were conflicting literature and studies on how salary affected work commitment. As a result, it implies that qualitative analysis should be used to examine this constraint thoroughly.

The qualitative process was initiated through a conventional content analysis using the NVivo software. Out of the 63 research respondents, only 20 teachers selected randomly were interviewed. The responses were transcribed and coded. After this, the codes were arranged in themes to generate an objective analysis and interpretation of the subject's response. The responses yielded three major themes: a) Financial Literacy, b) Salary in Private Schools, and c) Maturity among Private School Teachers.

Financial Literacy

The semi-structured interview resulted in 14 codes related to financial literacy. As transcribed from the recordings of the interview made, "purchase attitudes, drive towards materialistic things, foods, etc." explained the teacher's unsatisfied perception of the salary they receive, which influenced their work commitment. Additionally, the teacher's drive for a high-quality living (expensive boarding house, clothing's, and gadgets) also impacted their stand on this phenomenon. These findings were supported by Compen et al. (2019), which emphasized that literacy among teachers should be developed. Teachers tend to demand more due to the unprecedented nature of human dissatisfaction (Zulaihati, 2020). Consequently, low literacy levels affect commitment in consideration of high-expectation

among employees towards the salary they expect to receive that will be sufficient for their increased cost of living (Kasman, et al., 2018).

Salary in Private Schools

Another theme that prevailed in connection to the latter is the salary in Private Schools. As transcribed from the interview, teachers emphasized that private school salaries were insufficient to satisfy their needs. Additionally, the expectations set by teachers as to their compensation were benchmarked to public schools, contributing to decreased satisfaction among them. The findings were parallel to the claim of Termes et al. (2020), who stated that teachers aspire for a greener pasture (i.e., in terms of a higher salary), which can be achieved through applying for a teaching position in Public Schools. Additionally, the dilemma of dynamic increase in the salary of Public-School teachers when compared to the static increment of salary in Private Schools explained the conceptual formation of dissatisfaction among private school teachers in terms of their salary (Albert et al., 2018)

Maturity of Private School Teachers

The last central theme touches on teachers' psychological and physiological state. As revealed in the transcription from the interview made, the level of maturity among private school teachers was substantially low. Their answers to the semi-structured interview were conducted were only based on the physiological level or the basic needs as explained in Maslow's Hierarchy. These findings can be psychologically explained when we investigate the maturity level among private school teachers (Joshi, 2019). Most of the teachers entering Private Schools were fresh graduates. Thus, we expect that work commitment was not substantially embodied in them (Termes et al., 2020).

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Using mixed research methods allows us to view the research dilemma from multiple perspectives. Multiple deductions could be made from the study. As to motivational factors, the results imply that the motivation level decreases as the work intention

gradually arises from basic needs to self-actualization. For the level of work commitment, the regard of employees as to their compensation reflected their work commitment to a company. As a result, this constraint yielded three qualitative themes: a) Financial Literacy, b) Salary in Private Schools, and c) Maturity among Private School Teachers.

Recommendation

The following were the recommendations formulated for the significant stakeholders and future researchers that can benchmark the study. As revealed in the findings, this study can be recommended to the Human Resource Directors as they are responsible for explaining to the teachers/employees the justification of their compensations/salary. Grounded on deductions in this study, there must be a hiring mechanism explaining what is expected from both parties, the employer and employee. Concerning the level of work commitment and motivation, this study can be recommended to the school principal as this reveals unconventional knowledge that can enhance teachers' motivation and work commitment. For future researchers, we can anchor future studies to the central themes revealed in the qualitative analysis. It can be inspected in a more objective and empirically sound manner.

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