

# GENDER, AGE, AND WORK EXPERIENCE AS PREDICTORS OF TEACHERS' ORGANIZATIONAL COMMITMENT

## ABSTRACT

Teachers' organizational commitment contributes to the success of educational aspirations since they are considered as assets of learners' development. In determining teachers' commitment, it is important to consider demographic variables that might influence it. Hence, this study aimed to examine the impact of gender, age, and work experience on the organizational commitment of teachers. Using the Raosoft calculator, the researchers selected 150 public secondary teachers as respondents who rated the adopted questionnaire with demographic data. Employing the quantitative non-experimental research design with multiple regression analysis, the researchers described the relationship of the variables. Findings revealed high level of teachers' organizational commitment, with affective commitment as the highest. In terms of significant relationship, teachers' organizational commitment and gender were found to be weak positive and statistically insignificant. On the other hand, teacher's organizational commitment and age were found to have a weak negative and statistically significant relationship. Moreover, teachers' organizational commitment and work experience were found to be weak positive and statistically significant. Further, the results of regression showed that gender, age and work experience are responsible in bringing 10.2% variation in teachers' organizational commitment. This means that there were still 89.8% of the variations that occurred in teachers' organizational commitment that could be explained by other factors not covered in this study. Generally, the predictors in the model are age and work experience, while gender does not have the ability to predict teacher's organizational commitment. With these findings, teachers are encouraged to increase or sustain their commitment and avoid gender stereotypes. Educators are also advised to recognize the efforts and service of teachers who have longer years in service by giving them certificates and incentives to stay committed. Finally, future researchers are encouraged to study the other 89.8% variations that might influence teachers' organizational commitment by focusing on the other factors such as promotion, salary, benefits, designations, and the likes.

Keywords: *age, gender, organizational commitment, work experience*

## 1. INTRODUCTION

### 1.1 Background of the Study

Teachers play various roles and responsibilities in education. Their organizational commitment contributes to increasing the skills, knowledge, creativity, intelligence, and attitudes of the school community. Hence, increasing the commitments of teachers should be the major goal of the school management as it leads to creating productive teaching workforce. In recognizing its importance, it is vital to consider that there are some factors that affect it. These factors involve demographic variables like gender, age, and work experience (Agrawal & Jain, 2020). Organizational commitment refers to the connection of employees' involvement with their organization. Individuals who are committed to their organization tend to be more determined in their work which leads to high efficiency and productivity. This has three factors, which include affective, continuance, and normative commitment (Chanana, 2021).

Theoretically, Meyer and Allen (1991) described affective commitment as the emotional attachment to the organization, referring to identification with the organization, involvement in its activities, and enjoyment as a member of the organization while normative commitment is the obligation associated with perceived normative pressures posed on employees to behave according to the organizational goals and to remain with the organization. On the other hand, continuance commitment derives from being mindful of the costs and penalties associated with leaving the organization.

Considering the impact of demographic variables on teachers' organizational commitment, Topchyan and Woehler (2020) explored the impact of gender and work experience on teachers' work engagement. Their study disclosed that that female teachers were more engaged with students than their male counterparts. However, the work experience did not have any significant effect on job satisfaction or work engagement. This finding needs to be further studied given its discrepancies with other results.

To confirm the findings, Tandon et al. (2020) also conducted a study about the effects of demographic variables like age, gender, and work experience on teachers' organizational commitment. This time, the findings of their study indicated that age and work experience have a significant impact on organizational commitment. However, gender was not found to have a significant impact on organizational engagement. This gender insignificance was contradicting to the study above which conveyed that gender could influence commitment.

Recognizing more the value of organizational commitment in determining one's efficacy, performance, and overall productivity, Manzoor and Basu (2021) proved that gender and work experience significantly influenced teachers' organizational commitment. Their study revealed that male teachers were more committed than female teachers. In terms of work experience, teachers with 9 years below in the teaching profession were more committed compared to those teachers with 16 years above. However, their study only focused on gender and work experience as variables that influence commitment without including age as an equally important factor in measuring one's organizational commitment. Hence, this study aims to address this knowledge gap by involving age as one of the variables together with gender and work experience.

Aside from the knowledge gap of the study above, its findings in terms of gender's impact on teachers' organizational commitment were different from the findings of Aftab et al. (2021). While Manzoor and Basu (2021) discovered that male teachers were committed than female ones, Aftab et al. (2021) found out that female teachers scored significantly higher on organizational commitment than male teachers. The discrepancies of these results must be addressed by conducting more related studies. To address this research gap on the inconsistent result, this paper aimed to determine further the impact of gender on teachers' organizational commitment together with other variables like age and work experience.

The discrepancies of the studies' findings above became more complicated as Rutsgi et al. (2022) investigated the relationship between age, sex, and marital status and teachers' organizational commitment. According to the study's findings, there is no significant difference in total commitment among secondary school teachers for all the evaluated variables. This indicates that the level of teacher commitment in terms of age, sex, and marital status is similar and there is no significant difference between the group on the basis of age, sex, and marital status. Unfortunately, these findings were opposite to the results of other studies above which proved that there was really significance among the demographic variables. Hence, it is beneficial to conduct a study about this to further confirm the results.

Generally, the studies and literature above conveyed the importance of demographic variables like age, gender, and work experience on teachers' organizational commitment. Sadly, the results of the studies were contradicting by revealing that some variables were significant and not on teachers' organizational commitment. Besides, most of the studies rarely investigated the combination of gender, age, and work experience together as influential factors to teachers' commitment since some researchers focused on other factors like educational background, teaching status, and marital status. Practically, it is more important to examine first the basic demographic variables first like gender, age, and work experience to determine their effects on organizational commitment.

To fill the knowledge gap and contradicting findings, this study sought to examine the gender, age, and work experience as predictors of teachers' organizational commitment. Findings of this study would help the education leaders plan ahead of time in case there would be misbehavior, transfer of work, and resignation due to less commitment among teachers. Positively, they could also make sound decisions on how to increase teachers' commitment upon knowing that they play critical role in facilitating the teaching-learning process. More importantly, teachers could also determine which demographic variables could influence their organizational commitment for better reflection and action.

## **1.2 Theoretical framework**

Basically this study adhered on the Three Component Model of Commitment by John Meyer and Natalie Allen in 1991. The model explains that commitment to an organization is a psychological state. It has three distinct components that affect how employees feel about the organization that they work for. The three components are affection for job (affective commitment); fear of loss (continuance commitment); and sense of obligation to stay (normative commitment).

According to Meyer and Allen (1991), affective commitment is evident when individuals feel a strong emotional attachment to their organization and to the work that they do. They most likely identify with the organization's goals and values, and they genuinely want to be there. Those who truly love what they do will likely be more motivated to progress within their organization, think creatively, and experiment with new ways of working. On the other hand, continuance commitment occurs when they weigh up the pros and cons of leaving their organization. They may feel that they need to stay at their company because the loss that they will experience by leaving it is greater than the benefit they think they might gain in a new role. These perceived losses can be monetary (salary and benefits); professional (seniority or role-related skills); or social (friendships or allies). Fear of losing their job may motivate them to finish their work on time and work well with others.

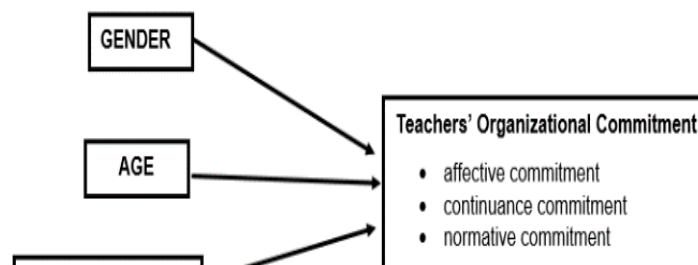
Finally, normative commitment occurs when employees feel a sense of obligation to their organization, even if they are unhappy in their role, or even if they want to pursue better opportunities. They feel that they should stay with their organization because it is the right thing to do. In this study, teachers manifest the three components of organizational commitment. However, there are some factors that might influence it like transformational leadership and school environment. Hence, this study aimed to examine the impact of these factors on their organizational commitment.

Considering gender as one of the demographic variables that might influence teachers' organizational commitment, this paper is anchored on the Gender Motivational Theory which argued that men are generally motivated by status enhancement, whereas women are motivated by risk reduction (Winstok & Weinberg, 2017). This means that gender could influence one's motivation. In this study, gender might impact teachers' organizational commitment.

In addition, this study is also associated with the Disengagement Theory of Aging by Cumming and Henry in 1961. This theory stated that aging is inevitable in person's life. This could result to mutual withdrawal or disengagement, leading in decreased interaction between the aging person and others in the social system. Usually, older adults withdraw from personal relationships and society as they age. In connection with this study, age can impact teachers' organizational commitment. However, the researchers wanted to find out if age could really increase or decrease one's commitment.

Finally, this study also adhered to Bandura's Self-Efficacy Theory of Motivation in 1977 when it comes to work experience as a variable that affects teachers' organizational commitment. Self-efficacy refers to individuals' belief in their capacity to execute behaviors necessary to produce specific performance outcomes. This theory posits that people's beliefs in their efficacy are developed by primary sources of influence like mastery experiences and vicarious experiences (Garrido, 2023). Hence, the more work experience or length of service the teachers have, the more mastery and vicarious experiences they get, which increase their organizational commitment.

### 1.3 Conceptual Framework



### **Figure 1. Conceptual Framework of the study**

This study sought to examine the influence of demographic variables: gender ( $x_1$ ), age ( $x_2$ ), and work experience ( $x_3$ ) on the organizational commitment of teachers ( $y$ ).

The organizational commitment of teachers ( $y$ ) has three components such as affective commitment, continuance commitment, and normative commitment. These components measured organizational commitment. Affective commitment refers to an individual's emotional attachment to the organization; normative commitment reflects individual's sense of moral obligation to remain with the organization; and continuance commitment is based on the individual's recognition of costs associated with leaving the organization (Nazneen & Miralam, 2017). With the theories and definitions, there might be impact of demographic variables: gender ( $x_1$ ), age ( $x_2$ ), and work experience ( $x_3$ ) on the organizational commitment of teachers ( $y$ ).

#### **1.4 Research Questions**

This study ventured to identify the impact of demographic variables: gender ( $x_1$ ), age ( $x_2$ ), and work experience ( $x_3$ ) on the organizational commitment of teachers ( $y$ ). The following questions were considered for a thorough discussion:

1. What is the demographic profile of the respondents when grouped in terms of:
  - 1.1 gender;
  - 1.2 age; and
  - 1.3 work experience?
2. What is the level of organizational commitment of teachers in terms of:
  - 2.1 affective commitment;
  - 2.2 continuance commitment; and
  - 2.3 normative commitment?
3. Is there a significant relationship between gender and teachers' organizational commitment?
4. Is there a significant relationship between age and teachers' organizational commitment?
5. Is there a significant relationship between work experience and teachers' organizational commitment?
6. Do gender, age, and work experience significantly impact the organizational commitment of teachers?

#### **1.5 Null Hypotheses**

Hypothesis 1: There is no significant relationship between gender and teachers' organizational commitment.

Hypothesis 2: There is no significant relationship between age and teachers' organizational commitment.

Hypothesis 3: There is no significant relationship between work experience and teachers' organizational commitment.

Hypothesis 4: There is no significant impact of gender, age, and work experience on teachers' organizational commitment.

## **2. METHODOLOGY**

### **2.1 Research Design**

Quantitative non-experimental research design with regression analysis was employed in this study to describe the relationship of the variables. According to Bhandari (2022), quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. The descriptive correlation method was an appropriate tool to identify significant relationships. In correlational research, one could investigate relationships between the studied variables.

Applying the quantitative non-experimental research design in this paper, the researchers examined the significant relationship between the demographic variables: gender ( $x_1$ ), age ( $x_2$ ), and work experience ( $x_3$ ) on the organizational commitment of teachers ( $y$ ).

## **2.2 Research Locale**

The selected secondary teachers from the public schools in the Division of Davao City were involved in this study. The schools were chosen given their larger population that could cater respondents by grade level for quantitative study. Besides, the junior and senior high school were both established in these schools.

## **2.3 Respondents of the Study**

The selected public secondary teachers from the public schools in the Division of Davao City were included as respondents of this study. Teachers were chosen since they could better rate their organizational commitment. Besides, teachers' participation was required in the adopted questionnaire.

## **2.4 Sampling Techniques**

Using the Raosoft calculator to determine the minimum sample size needed, the researchers selected 150 teachers. In selecting the participants, stratified random sampling was applied. According to Hayes (2022), stratified random sampling is a sampling method that involves the division of a population into smaller subgroups known as strata. In stratified random sampling, researchers form strata based on individuals' shared attributes or characteristics. Respondents from each grade level were randomly selected. All in all, there was a total of 150 respondents in this study.

## **2.5 Statistical Treatments**

Since the study applied multiple regression analysis, the following statistical tools or techniques with certain purposes were applied by the researchers in this study.

Mean is the most commonly used measure of central tendency by getting the average. This is computed by adding the values of the data and dividing by the total number of values (Frost, 2023). Basically, this tool was utilized in the study as researchers initially got the average score of teachers' organizational commitment with corresponding indicators. By getting the mean, other statistical tools below were applied.

Standard Deviation is a useful measure of spread for normal distributions. The standard deviation is the average amount of variability in a dataset. It tells on average how far each value lies from the mean (Bhandari, 2023). This was used in this study to determine the how dispersed the data are in relation to the mean.

Pearson Correlation Coefficient is the most common way of measuring a linear correlation. It is a number between  $-1$  and  $1$  that measures the strength and direction of the relationship between two variables (Turney, 2022). In utilizing this, the significant relationship between the demographic variables: gender ( $x_1$ ), age ( $x_2$ ), and work experience ( $x_3$ ) and organizational commitment of teachers ( $y$ ) was determined by the researchers.

Multiple Regression Analysis is used to estimate the relationship between two or more independent variables and one dependent variable (Bevans, 2022). This was employed by the researchers in examining

the influence of demographic variables: gender ( $x_1$ ), age ( $x_2$ ), and work experience ( $x_3$ ) on organizational commitment of teachers ( $y$ ).

## **2.6 Data Collection Procedure**

Systematic procedure in gathering data was observed in this study. First, the letters to the school heads were sent to ask permission on the conduct of the study. Upon the approval, the informed consent forms were distributed to the respondents. Then, the questionnaires were personally distributed and administered by the researchers. Afterwards, the data were retrieved, collected, tallied, tabulated, and interpreted confidentially and accordingly.

## **2.7 Research Instrument**

One adopted questionnaire was administered to examine the impact of demographic variables on teachers' organizational commitment. The researchers utilized the research instrument from the study of Tadesse (2019) on Teachers' Organizational Commitment at Secondary School in Addis Ababa, Ethiopia was adopted. This contained 21 items with three (3) indicators, of which eight (8) were for affective commitment; seven (7) for continuance commitment; and six (6) for normative commitment. The researchers also let the respondents fill out the demographic data about their gender, age, and work experience by just ticking the corresponding box on the questionnaire.

## **2.8 Ethical Considerations**

In conducting this study, the research ethics were considered. These ethics included informed consent, confidentiality, justice, and conflict of interest.

Informed Consent is the process of obtaining consent by making it voluntary, informing the respondents about the questions or topics, and involving persons who are competent to consent. Hence, to participate in a research study, respondents need to have information about the research, comprehend the information, and have freedom of choice to decide whether to participate or decline (Arifin, 2018).

In this study, respondents' agreement to participation after a thorough explanation of the research process was obtained. Researchers informed them of what would be asked of them, how the data would be used, and what (if any) consequences there could be. The letter of consent was sent to the respondents through Messenger and face-to-face mode. Researchers waited for their approval to participate in the study without any harm or pressure.

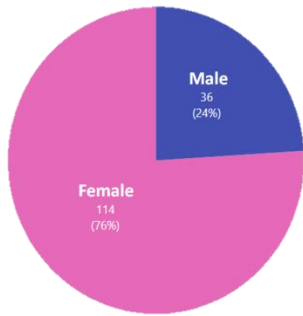
Confidentiality refers to a condition in which the researchers know the identity of a research subject, but take steps to protect his/her identity from being discovered by others. Maintaining confidentiality is a key measure to ensure the protection of private information (Fleming & Zegwaard, 2018). In this study, the identity of respondents was kept confidential by protecting their names and the school name.

The principle of justice refers to equal share and fairness. One of the crucial and distinctive features of this principle is avoiding exploitation and abuse of respondents (Orb, Eisenhauer & Wynaden, 2001). In collecting data, the convenient time of the respondents was respected without forcing or abusing them to answer the questionnaires despite their inconvenience.

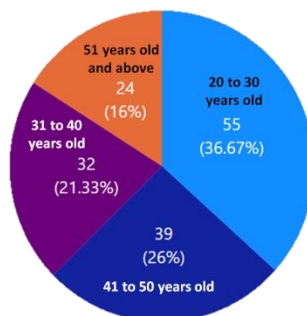
Conflict of interest occurs when researchers have coexisting personal, financial, political, and academic interests that may influence the study (Fleming & Zegwaard, 2018). To avoid this, the researchers positioned themselves outside the respondents' responses. They did not involve themselves in the study to make it objective.

## **3. RESULTS AND DISCUSSIONS**

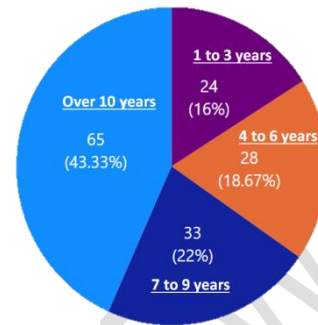
The purpose of this study was to explore the impact of gender, age, and work experience on teachers' organizational commitment. The respondents of the study were the public secondary teachers. There were 36 (24%) male teachers and 114 (76%) female teachers who were able to complete the survey. Thus, there were N = 150 complete cases for analysis (See Figure 2).



**Figure 2**  
Participants by Gender

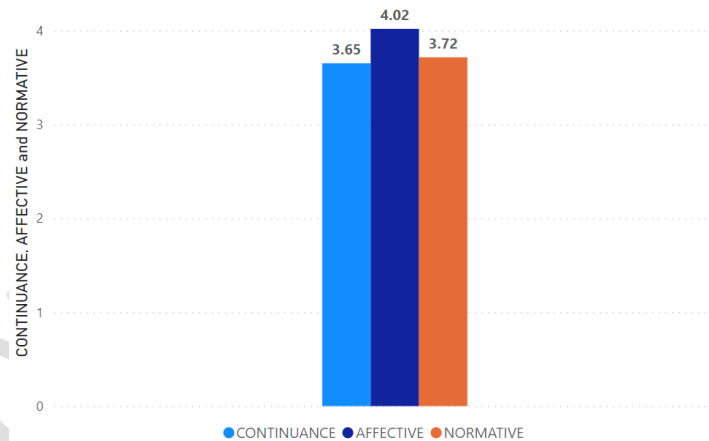


**Figure 3**  
Participants by Age



**Figure 4**  
Participants by Work Experience

In terms of age in Figure 3, majority (55) of the respondents with (36.7%) aged 20 to 30 years old. This was followed by 39 teachers aged 41 to 50 years old (26%); 32 teachers aged between 31 to 40 years old (21.3%); and 24 of them aged 51 years old and above (16%). In terms of work experience, 65 (43.3%) of the teachers had been teaching for over 10 years. This was followed by 33 teachers (22%), who had taught 7 to 9 years; 28 teachers (18.7%) for 4 to 6 years; and 24 teachers (16%) who had been teaching for 1 to 3 years (See Figure 4).



**Figure 5**  
Average Levels of Teachers' Organizational Commitment

When it comes to teachers' organizational commitment, respondents demonstrate a remarkable level of dedication, loyalty, and attachment to their educational institution. This is evident in their willingness to go above and beyond their job responsibilities, exert extra effort, and remain with the organization for an extended period of time. Notably, the findings of this study highlighted that teachers exhibited the highest score in affective commitment, aligning closely with Meyer and Allen's (1991) Three Component Model of Commitment.

Furthermore, the study conducted by Mansor et al. (2021) also supported these findings by reporting a high level of working commitment among teachers. Similarly, Ozkaya and Aking (2023) have publicized a significant level of organizational commitment among middle and high school teachers. These findings implied that teachers were highly engaged, motivated, and dedicated individuals who actively contributed

to the school culture. They demonstrated a willingness to collaborate with colleagues and actively participate in various school initiatives and activities.

**Table 1. Descriptive Statistics for Teachers' Organizational Commitment**

	N	Minimum	Maximum	Mean	Std. Deviation	Description
Affective Commitment	150	1.75	5.00	4.02	0.75	High
Continuance Commitment	150	1.00	5.00	3.65	0.82	High
Normative Commitment	150	1.00	5.00	3.72	0.85	High
TEACHER'S ORGANIZATIONAL COMMITMENT	150	1.25	5.00	3.80	0.72	High

This study aimed to examine the association among research variables such as gender, age, work experience, and teachers' organizational commitment. Pearson product correlation of teachers' organizational commitment and gender were found to be weak positive and statistically insignificant ( $r=.047$ ,  $p>.05$ ). Hence, hypothesis 1 was not rejected. This shows that gender has no significant relationship to organizational commitment among teachers. This finding aligns with the studies conducted by Shamma (2018) and Dogar (2014), which indicated that there were no statistically significant relationships in the level of organizational commitment among teachers based on gender. Similarly, Tandon et al. (2020) also revealed that gender was not found to have a significant impact on organizational engagement.

Moreover, the Pearson product correlation of teachers' organizational commitment and age were found to have a weak negative and statistically significant relationship ( $r=-.182$ ,  $p<.05$ ). Thus, hypothesis 2 was rejected. This means that an increase in age of teachers will result to a lesser teacher organizational commitment. This finding is coherent with Akinyemi's (2014) study, which conveyed that younger workers tended to demonstrate greater commitment compared to their older counterparts. However, this result is opposite to the findings of Rutsgj et al. (2022) which indicated that the level of teacher commitment in terms of age is similar, and there is no significant difference between the group on the basis of age.

Further, the Pearson product correlation of teachers' organizational commitment and work experience were found to be weak positive and statistically significant ( $r=.183$ ,  $p<.05$ ). Thus, hypothesis 3 was also rejected. This implies that an increase in work experience will result to a higher teacher organizational commitment. Table 2 shows the correlation analysis of the variables. This finding aligns with the research conducted by Khurshid et al. (2015), Nifadkar and Dongre (2014), and Amangala (2013), which suggested that individuals with longer tenures in an organization tended to exhibit higher levels of organizational commitment. Agreeably, Manzoor and Basu (2021) also proved that work experience significantly influenced teachers' organizational commitment.

**Table 2. Correlation Analysis**

		TEACHERS' ORGANIZATIONAL COMMITMENT	Gender	Age	Work Experience
TEACHER'S ORGANIZATIONAL COMMITMENT	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	150			
Gender	Pearson Correlation	.047	1		
	Sig. (2-tailed)	.568			
	N	150	150		
Age	Pearson Correlation	-.182*	.066	1	
	Sig. (2-tailed)	.026	.422		
	N	150	150	150	
Work Experience	Pearson Correlation	.183*	.005	.320**	1
	Sig. (2-tailed)	.025	.951	.000	



**Table 5. Regression Analysis (Coefficients)**

Model		Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.492	.285		12.263	.000
	Gender	.107	.132	.064	.809	.420
	Age	-.177	.054	-.272	-3.280	.001
	Work Experience	.173	.053	.270	3.262	.001

a. Dependent Variable: TEACHER'S ORGANIZATIONAL COMMITMENT

These findings suggest that the predictors in the model are age and work experience, while gender does not have the ability to predict a teacher's organizational commitment. However, Kargar et al. (2012) presented an alternative perspective, proposing that in organizations where both men and women work together, productivity and output level were more closely tied to efficiency rather than the gender of the employees. On the other hand, Igbeneghu & Popoola (2010) and Amangala (2013) argued that age significantly influenced organizational commitment, with older workers displaying higher levels of commitment compared to their younger counterparts. This perspective is based on the belief that younger employees may leave organizations in search of growth opportunities, whereas more senior employees, who have invested considerable time in an organization, tend to exhibit greater commitment (Affum-Osei, Acquah, & Acheampong, 2015).

Furthermore, tenure serves as a reliable predictor of organizational commitment. The longer an employee works in an organization, the more likely they are to develop emotional attachment and loyalty towards the organization. This extended period of service may involve experiencing promotions, advancements, increased salary, and additional benefits, all contributing to a heightened sense of belonging (Bakotic, 2022).

#### 4. Conclusion

This section presents the conclusion drawn from the implications of data and recommendations advanced by the researchers.

##### 4.1 Conclusions

In the light of the findings of this study, the following conclusions were drawn:

1. There were 36 (24%) male teachers and 114 (76%) female teachers who were able to complete the survey. Thus, there were N = 150 complete cases for analysis. In terms of age, majority (55) of the respondents with (36.7%) aged 20 to 30 years old. This was followed by 39 teachers aged 41 to 50 years old (26%); 32 teachers aged between 31 to 40 years old (21.3%); and 24 of them aged 51 years old and above (16%). In terms of work experience, 65 (43.3%) of the teachers had been teaching for over 10 years. This was followed by 33 teachers (22%), who had taught 7 to 9 years; 28 teachers (18.7%) for 4 to 6 years; and 24 teachers (16%) who had been teaching for 1 to 3 years.
2. The level of organizational commitment of teachers with three components such as affective commitment, continuance commitment, and normative commitment was high. This shows that organizational commitment of teachers is manifested at a large extent.
3. Among the three indicators of organizational commitment, teachers exhibited the highest score in affective commitment.
4. In terms of significant relationship as determined by the Pearson product correlation, teachers' organizational commitment and gender were found to be weak positive and statistically insignificant. This shows that gender has no significant relationship to organizational commitment among teachers.

5. Teacher's organizational commitment and age were found to have a weak negative and statistically significant relationship. This means that an increase in age of teachers will result to a lesser teacher organizational commitment.
6. Teachers' organizational commitment and work experience were found to be weak positive and statistically significant. This implies that an increase in work experience will result to a higher teacher organizational commitment
7. Results of regression showed that gender, age and work experience are responsible in bringing 10.2% variation in teachers' organizational commitment. This means that there were still 89.8% of the variations that occurred in teachers' organizational commitment that could be explained by other factors aside from the gender, age, and work experience. These other factors were not covered in this study such as promotion, salary, benefits, designations, and the likes.
8. The independent variables significantly influenced teachers' organizational commitment, which indicated that the three factors under study have a significant impact on teachers' organizational commitment. However, this finding is only based on the model of gender, age, and work experience combined together without yet specifying which of these independent variables could predict teachers' organizational commitment.
9. Gender has no significant impact on teachers' organizational commitment. Age has a significant and negative impact on teachers' organizational commitment. This means that age can predict teachers' organizational commitment. An increase in the age variable by 1 unit will result to a decrease in teachers' organizational commitment by .177 units. Additionally, work experience has a significant and positive impact on teachers' organizational commitment. This means that work experience can predict teachers' organizational commitment. An increase in the work experience variable by 1 unit will result to an increase in teachers' organizational commitment by .173 units.
10. Generally, the predictors in the model are age and work experience, while gender does not have the ability to predict a teacher's organizational commitment.

#### **4.2 Recommendations**

1. With the high level of teachers' organizational commitment, they are encouraged to increase or sustain this commitment to exercise teaching profession with motivation. They can do this by joining trainings, seminars, and conferences that boost their commitment. School administrators are also encouraged to demonstrate a leadership style that fosters teachers' organizational commitment. They can serve as exemplary role models to the teachers by upholding ethics and professionalism. In addition, they might motivate the teachers to commit to the vision of the organization by involving them in the school planning, activities or operations, and financial management. Moreover, they can also act as coaches and advisors to them.
2. Since gender has no significant relationship to teachers' organizational commitment, it is advised for educational key players to avoid gender stereotypes. Teachers' commitment should not be judged based on gender. This perspective can be conveyed among individuals through the implementation of Gender and Development Seminars and Conferences to highlight that everyone can have organizational commitment regardless of gender.
3. Given the fact that an increase in age of teachers will result to a lesser teacher organizational commitment, it is encouraged to boost the commitment of teachers with higher age. This can be done by recognizing their efforts and service for them to be motivated despite their age. It is also better to give them the opportunity to demonstrate leadership among their juniors to ignite their commitment by realizing that they are still honored and respected. It is also more convenient for them to participate in programs and activities that would sustain their commitment.
4. Based on the findings that an increase in work experience will result to a higher teacher organizational commitment, it is vital to acknowledge the teachers who have longer years in service by giving them

certificates and incentives to stay committed. Thus, the Department of Education, Commission on Higher Education, and Private Institutions are advised to implement further the Loyalty Pay for teachers who are 10 years and above in service. They can also improve the existing guidelines in the enforcement of Loyalty Pay and implement other activities to inspire more the teachers with long work experience in the future.

5. Since the results of regression revealed that gender, age and work experience are responsible in bringing only 10.2% variation in teachers' organizational commitment, future researchers are encouraged to study the other 89.8% variations that might influence organizational commitment of teachers by focusing on other factors that were not covered in this study. Other factors might include promotion, salary, benefits, designations, and the likes. The authors also suggested the inclusion of related literature to strongly support the application of research tool, data collection, and data analysis technique. Finally, they conveyed the value of competence, resourcefulness, patience, determination, and persistence as self-assets in finishing a study.

## CONSENT

All authors declare that written informed consent was obtained from the patient (or other approved parties) for publication of this study and accompanying images.

## ETHICAL APPROVAL

All authors hereby declare that ethical considerations were properly observed in the conduct of the study. The researchers cited and acknowledged all the authors involved in this study. The researchers also read carefully the articles and paraphrased these to properly support the findings without changing the content. Moreover, confidentiality was strictly followed in this study.

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