



## ASSESSING ORGANIZATIONAL COMMITMENT AMONG TEACHERS IN MZED CHRISTIAN SCHOOL

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### Abstract

The study uses Meyer and Allen's Three-Component Model (TCM) to assess teachers' organizational commitment at MZed Christian School's Banawa and Mandaue campuses during the Academic Year 2024-2025. The TCM framework, which includes affective, continuance, and normative commitments, is used to measure teachers' organizational commitment to their school. Using a survey-based descriptive design, the study utilizes the TCM Employee Commitment Survey with a 7-point Likert scale to measure each commitment scale. The findings show that teachers have slightly high affective and normative commitments, implying that employees feel somewhat connected and positive towards the organization and feel a slight obligation to stay. However, continuance commitment is slightly low suggesting that employees recognize some costs of leaving, but not significant. These insights are vital for school administrators to develop strategies to foster teacher commitment and enhance organizational effectiveness and educational outcomes.

Keywords: Organizational Commitment, Three-Component Model, Educational Organizations, Education

### Introduction

This study explores organizational commitment among teachers at MZed Christian School using the Three-Component Model (TCM) developed by Meyer and Allen. Conducted during AY 2024-2025 at both the Banawa and Mandaue campuses, the study focuses on assessing the levels of affective, continuance, and normative commitment among teachers. Organizational commitment, a critical factor in teacher performance, job satisfaction, and retention, is especially relevant for religious-affiliated schools, like MZed, where mission and values play a pivotal role.

The TCM posits that organizational commitment consists of three components: affective commitment, which refers to an emotional attachment to the organization; continuance commitment, which is the awareness of the costs of leaving; and normative commitment, which involves a sense of obligation to remain (Meyer & Allen, 1991). These dimensions are essential for understanding teacher retention, motivation, and overall school effectiveness. Using a survey-based descriptive design, the study employed the TCM Employee Commitment Survey, where teachers' commitment levels were measured through a 7-point Likert scale. The results provided insights into the commitment levels at MZed, filling a research gap in understanding organizational commitment in religious-affiliated schools, which are often overlooked in favor of public or secular institutions.

The findings highlight the importance of fostering a supportive school climate offering professional development opportunities and addressing job security to enhance teachers' affective and continuance commitment. Additionally, promoting loyalty and mutual respect strengthens normative commitment. The insights from this study will help school administrators devise strategies to improve teacher commitment, thereby enhancing organizational effectiveness and student outcomes.

### Research Questions

1. What is the level of organizational commitment of the teachers in the:



- 1.1 Affective Commitment Scale;
- 1.2 Continuance Commitment Scale;
- 1.3 Normative Commitment Scale
2. Based on the findings, what recommendations were made?

### Literature Review

The literature review anchors on Meyer and Allen’s Three-Component Model (TCM) of organizational commitment, which distinguishes between three dimensions of commitment: affective, continuance, and normative. Affective commitment involves emotional attachment, where employees remain because they want to. This is often influenced by leadership style, professional development, and supportive work climates, which have been shown to enhance teacher motivation and job performance (Jiang & Johnson, 2017; Leal & Baniel, 2024). Studies by Liu and Zhang (2020) and Collie et al. (2012) emphasize the role of transformational leadership and positive school climates in strengthening affective commitment.

Continuance commitment refers to staying due to perceived costs of leaving. Employees may remain because leaving would disrupt their professional or personal lives or because of a lack of alternatives (Meyer et al., 2002). Research in the Philippine context, such as by Austria and Calipusan (2013) and Reyes (2018), shows that job stability and limited employment alternatives significantly drive continuance commitment across sectors, including education, tourism, and banking.

Normative commitment, based on a sense of obligation to remain, is influenced by factors such as organizational socialization and ethical climate (Caldwell et al., 1990; Bergman, 2006). While this type of commitment is crucial for long-term stability, some research indicates that it has less influence on turnover intentions compared to affective and continuance commitment (Hutabarat et al., 2024).

Contemporary research continues to affirm the validity and versatility of TCM across diverse contexts, including cross-cultural environments and various sectors (Meyer & Morin, 2016; Meyer et al., 2018; Xu & Payne, 2018). These investigations have consistently demonstrated the model’s robustness as a basis for examining the dynamic nature of employee commitment and its organizational implications (Meyer & Allen, 1991; Meyer et al., 2002). This reassures the audience about the TCM’s relevance and applicability in their field or situation.

### Research Method

The study utilized a survey-based descriptive design to assess the levels of organizational commitment among teachers at MZed Christian School using Meyer and Allen’s Three-Component Model (TCM). The population consisted of all 18 teachers from the Banawa and Mandaue campuses, with a total sampling approach ensuring that every teacher was included. Data were gathered using the TCM Employee Commitment Survey, developed by Meyer, Allen, and Smith (1993), which measures affective, continuance, and normative commitment through a 7-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." Permission to use the instrument was obtained from the original authors, and an academic license was secured from the TCM Employee Commitment website. Ethical clearance was also sought from the School Directress of MZed Christian School. The survey was administered electronically through Google Forms to facilitate easy distribution and response collection. Once all responses were received, data were analyzed using descriptive statistics to identify the levels of organizational commitment across the three dimensions. The methodology ensured a comprehensive and ethical approach to data collection and analysis, providing reliable insights into teachers’ commitment at MZed Christian School.

### Findings and Discussion

1. What is the level of organizational commitment of the teachers in the:
  - 1.1 Affective Commitment Scale;
  - 1.2 Continuance Commitment Scale;
  - 1.3 Normative Commitment Scale

Table 1  
Affective Commitment Scale

Affective Commitment	Mean Score	Interpretation	Description
I would be very happy to spend the rest of my career with this organization.	5.28	Slightly Agree	Slightly High Commitment



I really feel as if this organization's problems are my own	4.78	Undecided	Neutral/Moderate commitment
I do not feel a strong sense of "belonging" to my organization. (R)	*6.33	Agree	High Commitment
I do not feel "emotionally attached" to this organization. (R)	*6.17	Agree	High Commitment
I do not feel like "part of the family" at my organization. (R)	*6.28	Agree	High Commitment
This organization has a great deal of personal meaning for me.	6.06	Agree	High Commitment
Mean Score	5.82	Slightly Agree	Slightly High Commitment

\* Note: "(R) indicates a reverse-keyed item. Scores on these items should be reflected (i.e., 1 = 7, 2 = 6, 3 = 5, 4 = 4, 5 = 3, 6 = 2, 7 = 1) before computing scale scores." (Meyer & Allen, 2004).  
Legend: 7.00 Very High commitment; 6.00-6.99 High Commitment; 5.00-5.99 Slightly High Commitment; 4.00-4.99 Neutral/Moderate Commitment; 3.00-3.99 Slightly Low commitment; 2.00-2.99 Low commitment; 1.00-1.99 Very Low commitment

The findings from the TCM Employee Commitment Survey at MZed Christian School indicate a strong affective commitment among teachers, with a total mean score of 5.82. Items such as "I would be very happy to spend the rest of my career with this organization" (mean = 5.28) and "This organization has a great deal of personal meaning for me" (mean = 6.06) suggest a positive emotional attachment to the school. Additionally, reverse-keyed items like "I do not feel a strong sense of 'belonging' to my organization" (mean = 6.33) show that most teachers disagree, reinforcing their emotional connection to the organization. However, the item "I really feel as if this organization's problems are my own" (mean = 4.78) reveals a moderate level of emotional involvement.

These results align with existing research on organizational commitment. Meyer and Allen's model emphasizes the importance of affective commitment in understanding employee motivation and performance. Previous studies by Liu and Zhang (2020) and Collie et al. (2012) highlight how transformational leadership, job satisfaction, and a supportive school climate positively influence affective commitment. Runhaar et al. (2010) further stress the role of tailored professional development in enhancing teachers' emotional attachment to their organization.

Table 2  
Continuance Commitment Scale

Continuance Commitment	Mean Score	Interpretation	Description
Right now, staying with my organization is a matter of necessity as much as desire.	3.94	Slightly Disagree	Slightly Low Commitment
It would be very hard for me to leave my organization right now, even if I wanted to.	4.22	Undecided	Neutral/Moderate Commitment
Too much of my life would be disrupted if I decided I wanted to leave my organization now.	3.28	Slightly Disagree	Slightly Low Commitment
I feel that I have too few options to consider leaving this organization.	3.50	Slightly Disagree	Slightly Low Commitment
If I had not already put so much of myself into this organization, I might consider working elsewhere	3.17	Slightly Disagree	Slightly Low Commitment
One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.	2.39	Disagree	Low Commitment
Mean Score	3.41	Slightly Disagree	Slightly Low Commitment

Legend: 7.00 Very High commitment; 6.00-6.99 High Commitment; 5.00-5.99 Slightly High Commitment; 4.00-4.99 Neutral/Moderate Commitment; 3.00-3.99 Slightly Low commitment; 2.00-2.99 Low commitment; 1.00-1.99 Very Low commitment

The average score for Continuance Commitment in the study is 3.41, indicating "Slightly Low Commitment." This suggests that while employees recognize some costs associated with leaving, these are not particularly significant. The highest-scoring item in this category, "It would be very hard for me to leave my organization right now, even if



I wanted to,” received a score of 4.22, indicating that some employees feel compelled to stay, though not necessarily due to positive factors like job satisfaction or emotional attachment.

These findings are consistent with prior research on organizational commitment. Continuance commitment, as defined by Meyer and Allen’s three-component model, is primarily influenced by perceived constraints, such as job security, lack of alternatives, or personal investments, rather than a positive organizational experience. This underscores that employees with higher continuance commitment may remain in the organization due to the costs of leaving rather than a desire to stay (Meyer & Herscovitch, 2001; Meyer & Allen, 1991).

Table 3  
Normative Commitment Scale

Normative Commitment Scale	Mean Score	Interpretation	Description
1. I do not feel any obligation to remain with my current employer. (R)	*5.16	Slightly Agree	Slightly High commitment
2. Even if it were to my advantage, I do not feel it would be right to leave my organization now.	5.00	Slightly Agree	Slightly High commitment
3. I would feel guilty if I left my organization now.	5.61	Slightly Agree	Slightly High commitment
4. This organization deserves my loyalty.	5.83	Slightly Agree	Slightly High commitment
5. I would not leave my organization right now because I have a sense of obligation to the people in it.	5.94	Slightly Agree	Slightly High commitment
6. I owe a great deal to my organization.	5.44	Slightly Agree	Slightly High commitment
Mean Score	5.50	Slightly Agree	Slightly High commitment

\* Note: “(R) indicates a reverse-keyed item. Scores on these items should be reflected (i.e., 1 =7, 2 = 6, 3 = 5, 4 = 4, 5 = 3, 6 = 2, 7 = 1) before computing scale scores.” (Meyer & Allen, 2004).

The Normative Commitment Scale results indicate that employees at the organization exhibit a slightly high level of commitment, with mean scores ranging from 5.00 to 5.94 and an overall mean of 5.50. This suggests that employees moderately agree with statements reflecting a sense of obligation to their employer. For instance, the statement “I would not leave my organization right now because I have a sense of obligation to the people in it” had the highest mean score of 5.94, highlighting strong loyalty to colleagues.

These findings align with previous studies, which emphasize the importance of normative commitment, defined by Meyer and Allen (2000) as the sense of obligation employees feel toward their organization. Influenced by factors such as organizational culture and leadership, normative commitment contributes to organizational stability. Research by Ahmad (2018) and Krajcsak (2018) supports this, showing that normative commitment reduces turnover and fosters loyalty, crucial for long-term success.

Table 4  
Summary of the Teachers’ Organizational Commitment Levels

Scale	Mean Score	Description
Affective Commitment Scale	5.82	Slightly High Commitment
Continuance Commitment Scale	3.41	Slightly Low Commitment
Normative Commitment Scale	5.50	Slightly High Commitment

Legend: 7.00 Very High commitment; 6.00-6.99 High Commitment; 5.00-5.99 Slightly High Commitment; 4.00-4.99 Neutral/Moderate Commitment; 3.00-3.99 Slightly Low commitment; 2.00-2.99 Low commitment; 1.00-1.99 Very Low commitment

The table presents the mean scores for the three commitment scales evaluated in this study. The Affective Commitment Scale, with a mean score of 5.82, highlights slightly high emotional attachment among teachers. The Continuance Commitment Scale, scoring 3.41, points to a slightly low level of commitment, suggesting that teachers do not perceive significant costs to leaving. The Normative Commitment Scale, with a mean of 5.50, indicates a slightly high sense of obligation to remain with the organization.



These results underscore the importance of understanding the three components of organizational commitment— affective, continuance, and normative—among teachers, providing insights for strategies to enhance employee loyalty and retention (Bashir & Gani, 2020).

### Findings

The study assessed the organizational commitment of teachers at MZed Christian School—Banawa Campus and Mandaue Campus—during AY 2024-2025, focusing on the affective, continuance, and normative commitment scales as a basis for recommendations. The findings reveal that teachers demonstrated a slightly high level of affective commitment, with a mean score of 5.82, indicating that they generally feel positive and emotionally connected to the organization. This emotional attachment suggests that their commitment stems not only from necessity but also from genuine personal connections.

In contrast, the continuance commitment scale showed a slightly low level of commitment, with a mean score of 3.41. This result implies that while teachers acknowledge some costs of leaving the organization, these are not significant, meaning their decision to stay may be more out of necessity than a strong desire or financial consideration.

Meanwhile, the normative commitment scale reflected a mean score of 5.50, suggesting a slightly high level of obligation to remain with the organization. Teachers feel a moderate sense of duty to stay with their employer, possibly driven by loyalty to colleagues or internalized values.

### Recommendations

To enhance emotional attachment among teachers, school administrators should focus on creating a supportive and welcoming work environment that fosters strong connections. Implementing career advancement programs, recognition initiatives, and collaborative activities under the guidance of administrators can significantly improve affective commitment. These efforts empower teachers to take an active role in shaping positive changes within the school.

To reduce the perceived costs of leaving and improve continuance commitment, administrators should address factors that may cause hesitation among teachers. This includes offering competitive compensation, ensuring job security, and providing opportunities for professional growth.

Encouraging a sense of responsibility and loyalty is essential for maintaining and enhancing normative commitment. Educational leaders should emphasize the importance of the school's values and the role teachers play in fulfilling its mission. Regular communication, professional development, and fostering a culture of mutual respect and dedication can help reinforce these values.

To ensure ongoing improvement, administrators should regularly assess teachers' commitment levels through surveys and feedback mechanisms. This data will guide the implementation of targeted measures, helping to strengthen organizational commitment across affective, continuance, and normative dimensions.

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