

Sustainable Development Orientation and Work Commitment of Educators

MARY ANN R. PADILLO

UNIVERSITY OF MINDANAO DAVAO CITY DEPARTMENT OF EDUCATION, DIGOS CITY, PHILIPPINES

Abstract: The purpose of this study was to determine the significant influence of sustainable development orientation to the work commitment of educators. This study also aimed to determine which domains of sustainable development orientation significantly influenced the work commitment of educators. This study utilized the non-experimental quantitative research design utilizing descriptive-correlational technique which included four hundred eighty-two teachers in Digos City Division. Research instruments on sustainable development orientation and work commitment of educators were used as sources of data. Utilizing Pearson-r, this study found out that the indicators of sustainable development orientation and work commitment of educators are significantly correlated. When the work commitment of educators were regressed, the sustainable development orientation significantly influenced the work commitment of educators. The following indicators of commitment of educators have higher influence compared to the rest of the domains: human/social capital and economic growth and inclusive education.

Keywords: commitment of educators, sustainable development orientation, education, non-experimental quantitative research, descriptive-correlational technique, Philippines.

1. INTRODUCTION

In the United States, teacher attrition is occurring at an alarming rate as substantial number of teachers leaving the teaching profession before retirement because they are underpaid, are afforded too few opportunities to improve their teaching skills, have lack of support and are not adequately rewarded or recognized for their efforts. These teachers often limit their commitment and their engagement with the school, as a means of survival or they come to school unprepared of the lesson and unenthusiastic in delivering the lessons to the students (Frankenberg, Taylor & Merseeth, 2010; Smith, 2009; Troman, 2008).

In the Philippines, teacher's poor work commitment is evident in the low attendance of teachers in the Parent-Teachers Conferences, delayed submission of the reports like that of class nutritional status, and failing to distribute student's report card on the scheduled date. School heads are alarmed on the effects of these teachers' negligence as it might cause future problems to the stakeholders (Cacayan, 2004).

In the local setting, school heads encouraged teachers to immediately address the issue on delayed submission of the school reports as some teachers are not able to accomplish on time school reports like reports on reading inventory, monthly student's attendance report, and minutes of the conducted home-room meetings.

Commitment is an essential element of successful teaching. Committed teachers are concerned with the development of their students and they profoundly struggle how to keep students' learning. Committed teachers recognize and endeavor to fulfill their responsibilities to their students. The degree of loyalty of committed teachers have, toward their profession is one of their distinguished characters. Teachers, who are engaged in their profession and committed to students and their learning, play a crucial role in development of students (Borrero, 2011; Kaser & Halbert, 2009; Mitchell & Sackney, 2009).

International Journal of Novel Research in Interdisciplinary Studies

Vol. 3, Issue 4, pp: (4-6), Month: July - August 2016, Available at: www.noveltyjournals.com

The importance of work commitment of educators cannot be over emphasized, much more with the sustainable development orientation of teachers. It is in this context that the researcher would like to conduct a study on the two variables. The researcher has rarely come across on the study on the relationship between sustainable development orientation and work commitment of teachers especially in the local setting. The realization of this study therefore is a contribution to new knowledge and the existing literature on each of the topics covered in this study.

2. BODY OF ARTICLE

Problem Statement:

This study aimed to find out the significant influence of the sustainable development orientation to the work commitment of educators. Specifically, the study has the following objectives:

1. To describe the extent of the sustainable development orientation of educators
2. To ascertain the level of work commitment of educators
3. To determine the significant relationship between sustainable development orientation and work commitment of educators.
4. To determine which domains of sustainable development orientation significantly influence work commitment of educators.

3. METHODOLOGY

This study made use of non-experimental quantitative research design utilizing descriptive-correlational techniques. This study utilized non-experimental research because the independent variable of the study is not manipulated and there is no random assignment to groups. The data of this study described the sustainable development orientation and work commitment of educators. Likewise, it is also correlational because the study determines whether the two variables have significant relationship.

The study was conducted in Digos City Division involving 239 elementary teachers as respondents of the study.

4. RESULTS

Extent of the Sustainable Development Orientation of Educators:

The response of the respondents on the extent of *sustainable development orientation* has an overall mean score of 4.52 or *very high*. The *very high* level indicates that most of the items regarding sustainable development orientation of educators are *always manifested*.

The cited overall mean score was the result obtained based on the mean scores of 4.64 or *very high* for *environmental awareness*, 4.47 or *very high* for *competencies for knowledge economy*, 4.52 or *very high* for *human/social capital and economic growth*, 4.44 or *very high* for *inclusive education*.

Level of Work Commitment of Educators:

The response of the respondents on the level of *work commitment of educators* has an overall mean score of 3.27 or *moderate*. The *moderate* level indicates that most of the items regarding *work commitment of educators* are *sometimes manifested*.

The cited overall mean score was the result obtained based on the mean scores of 3.17 or *moderate* for *affective commitment*, 3.58 or *high* for *normative commitment*, and 3.05 or *moderate* for *continuance commitment*.

Correlation between Sustainable Development Orientation and Work Commitment of Educators:

Based from the results of test of relationship between variables involved in the study, it could be gleaned that there is a significant relationship between sustainable development orientation and work commitment of educators. The null hypothesis which states that there is no significant relationship between sustainable development orientation and work commitment of educators is rejected.

Significance on the Influence of Sustainable Development Orientation to Work Commitment of Educators:

The regression analysis showing the predictive ability of *sustainable development orientation* on the *work commitment of educators* indicates that sustainable development orientation has significantly influenced the work commitment of

International Journal of Novel Research in Interdisciplinary Studies

Vol. 3, Issue 4, pp: (4-6), Month: July - August 2016, Available at: www.noveltyjournals.com

educators. The indicators of sustainable development orientation that have influence on work commitment of educators are the following: *human/social capital and economic growth, inclusive education, and competence for the knowledge economy*.

5. CONCLUSION

This study revealed a very high level of sustainable development orientation. This study also reveals a moderate level of work commitment of educators. Generally, the findings of the study showed that sustainable development orientation is related to work commitment of educators.

When the indicators of sustainable development orientation were regressed on work commitment of educators, the regression analysis showed that sustainable development orientation has significantly influenced on the work commitment of educators.

Human/social capital and economic growth, inclusive education, and competence for the knowledge economy have the higher degree of influence on work commitment of educators.

6. RECOMMENDATION

The study found a significant relationship between sustainable development orientation and work commitment of teachers. The researcher therefore recommends that the Department of Education may conduct trainings to enhance the present level of sustainable development orientation of teachers in order to increase their work commitment.

Meanwhile, the study found a very high level of sustainable development orientation of teachers and this makes the researcher recommend that school administrators may continuously monitor teachers for them to be always in a very high level of sustainable development orientation. The school administrators may also hire teachers who have a good level of sustainable development orientation.

The work commitment of teachers is sometimes manifested, the researcher recommends that teachers may be provided with trainings that will help enhance their present level of work commitment. The finding of the research shows a moderate level of work commitment of teachers, thus, the researcher recommends that the future researchers may be more interested to read the research findings for them to be equipped with knowledge concerning factors that may affect the work commitment of teachers.

Consequently, further studies may be conducted in other places to explore other variables that affect the sustainable development orientation and work commitment of educators.

REFERENCES

- [1] Borrero, N. (2011). Entering teaching for and with love: Visions of pre-service urban teachers. *Journal of Urban Learning, Teaching, and Research*, 7, 18-26.
- [2] Cacayan, Marites S.(2004). Commitment and Dedication Towards Quality Education. *The Modern Teacher* Vol. LIII, No. 8. January Issue.
- [3] Frankenberg, E., Taylor, A., & Merseth, K. (2010). Walking the walk: Teacher candidates' professed commitment and their subsequent career decisions. *Urban Education*, 45 (3), 312-346.
- [4] Kaser, L., & Halbert, J. (2009). *Leadership mindsets: Innovation and learning in the transformation of schools*. Routledge, New York, NY.
- [5] Smith, D. & Gall, M. (2008). "An empirical examination of a three component model of professional commitment among public accountants", *Journal of Behavioral research in Accounting*, vol. 20, No. 1.
- [6] Troman, G. (2008). Primary teacher identity, commitment and career in performative school cultures. *British Educational Research Journal*, 34 (5), 619-633.
- [7] Mitchell, C. & Sackney, L. (2009). *Sustainable improvement: Building learning communities that endure*. Rotterdam, The Netherlands: Sense Publishers.