Original Research Paper

Association between Teachers' Selflessness and School Organizational Commitment

Edward C. Jimenez[1], Roda S. Jimenez[2]

[1] *Commission on Higher Education, Angeles Foundation University. Pampanga, Philippines.*
[2] *Department of Education, Schools Division of Bulacan, Bajet Castillo High School. Bulacan, Philippines.*

Abstract: This study aimed to determine the relationship between teachers' selflessness on their school organizational commitment. The study employed a descriptive-correlation research design with the online survey as the primary data collection tool. The respondents came from the 30 elementary and secondary schools in the Schools Division Office, Central Luzon. One hundred fifty-one public school teachers participated in the online survey using a stratified sampling technique. Adapted questionnaires were used to gather data. For the statistical treatment of the study, the mean was used for the teachers' responses. In contrast, for the relationship, the study used Pearson r-correlation. The study found that teachers' selflessness described their philosophies as "agree." As for the teachers' organizational commitment, it generated moderate to high responses. There is a significant difference in teachers' selflessness regarding sex and position. Also, the study found a relationship between teachers' selflessness, and affective and continuance commitment aspects of teachers' organizational commitment. Based on the results mentioned above, the researcher provided some crucial recommendations for the study.

Keywords: Descriptive-Correlation, Next Normal, Organizational Commitment, Teachers' Selflessness.

1. Introduction

Teachers are the key instruments in delivering quality teaching and learning process inside the classroom. They are the best audio-visual instruments of education that the department could ever have. They should have a strong sense of competence and pedagogical apprehension to make the teaching and learning practical and conducive to all learners. They must also have a strong personality that will serve as the authority inside the classroom and a confident norm that everyone will follow so that the mandate of the education section must continue. Teachers are the core in administering the critical competencies required in every subject area. They mandate the righteous processes, organization of ideas, discussions, classroom discipline, assessment, and teaching strategies to ensure effective and efficient learning. Their commitment and devotion to duties are the utmost pledges of the department for the holistic approach to education for everyone. The advent of the current COVID-19 pandemic almost halted the education process between teachers and students [1]. Teaching as a profession requires the possession of specific characteristics [2]. A teacher's professional efficiency is related to three sub-dimensions of the teacher altruism scale significantly predicts general procrastination tendency. The knowledge-sharing process of teacher professionals is viewed as a social exchange process wherein intentions and behavior influence the exchanged relationship among members [3]. In addition, specific characteristics like teacher's professional, personal, and work ethics qualities reflect their quality [4] [5] [6].

With the changing world, especially today due to pandemics, the mode of learning and teaching moved by 360 degrees. Most schools across the globe reinvented their mode of learning and teaching to create a safe space for education to continue. Printed and digital teaching and learning modes became evident as schools absorbed different learning modalities offered to learners from all walks of life. The presence of reinforcement to use digital and technological perspectives for teachers and school leaders as well as creating opportunities to capacitate everyone and embrace the world of Volatility, Uncertainty, Ambiguity, and Digital/Diversity (VUCAD). The presence of adversity tuned in the flexibility of learning and teaching. With these conjunctions in the workplace, teachers delimited their physical appearance and routine in preparing for their personality assessment to better look and gain confidence. They also diminished their commitment due to a lack of resources appertaining to teaching and interpersonal premise. However, a related study about a teacher's sleep, religious task, and mentality showed that teachers still sleep at least 7-9 hours, go to church, and have a healthy mentality [7].

Teachers and school heads have had difficult times, especially since the pandemic brought about by COVID-19 hit the countries [8]. As the catalysts in education, they confronted a lot of mental reservations and psycho-social limitations, which led them to anxiety, agony, and threats [9]. The teachers' setbacks because of the pandemic called for the conduct of different psycho-social attributes, capacity buildings, and mental health webinars to regain the lost confidence, personality gain, and school commitment due to limited locomotion. In a related study, academic staff often subject themselves to procrastination [10]. The increased number of positive cases of COVID-19 brought uncertainties on how to address the critical issues on physical targets every day. This idea confronts the work productivity issues of the teacher as discussed by the study of Asio [11], where teachers and personnel admitted to working productively. More so, the increasing number of learners participating in the limited face-to-face and expanded face-to-face classes brought additional worries for teachers. For instance, how they will safeguard their health safety to prospect threats from the outside, like learners who are not yet vaccinated. Learners' and teachers' demographics have been under weighed to prioritize the most urgent and, most importantly, the safety and the deliverables.

The change in perspective and moving toward the next normal in education or the hybrid form paved the way for a more significant chunk of anticipation. Teachers and school heads have different practices and opportunities offered worldwide access to global trends brought by the web. These changes enabled them to gain increased technological competence and learning opportunities [12]. The doors of opportunities opened to improve and have variations of chances abreast with the innovation in teaching, strategic pedagogical approaches, authentic assessments, and even another source of extra income for the economic purposes of the family. These bring the fort to the teachers to embrace the changes sealed with the positivity of engaging themselves to become better individuals with impactful personalities and a wreath of professional commitment.

The previous school years' learning modalities [13] have adjusted to a new paradigm shift in the curriculum and implementation. The enhanced curriculum is worth waiting while the combination of teaching modalities is well exciting. These shifts are challenging that the educational leaders and implementers are about to welcome. With these, teachers expect to submerge to capacity buildings,

training workshops, coaching-mentoring, and even peer tutoring, to better capture the core of changes with the mission of wholeheartedly serving our country's clients. Some of the challenges [14] are the different platforms or alternative modes [15] of engaging the teaching and learning will be combined. The schedule will be flexible [16], and the decreased number of learners per class must be addressed before the next standard starts this 2022.

Having considered all these, the researchers have crafted this study intending to give light to determining the relationship of teachers' selflessness to their organizational commitment in the next normal. This paper is limited to the teachers at the Schools Division of the City of Meycauayan for 2021-2022. This paper will utilize the quantitative research design, particularly descriptive and inferential analyses. The survey instruments will also serve as the primary means for data gathering for the study. This research will also be used in formulating management implications programs in assessing the teachers' readiness in the division.

2. Literature Review

Altruism is the unselfish concern for other people-doing things simply out of a desire to help, not because we feel obligated to out of duty, loyalty, or religious reasons [17]. The early work of Eynur et al. [18] on the altruism levels of physical education teachers in Kenya posits a significant difference in the selfishness sub-dimension of female physical education teachers compared to male physical education teachers. It found a significant difference between the graduates of college and the Institute favoring the graduates of the selfishness sub-dimension.

Moreover, De Stercke et al. [19] study stresses that preparing candidates for the rigorous teaching professions represents a significant challenge for educational systems. This study fostered the challenges in education systems, such as ways how to develop teaching skills (intrinsic motivation), increasing earnings for a higher salary (extrinsic motivation), and increasing their usefulness to society through their involvement in education (altruistic motivation).

The study conducted by Palta [20] examining teachers' attitudes and opinions about altruism to teachers revealed that the altruism attitude of teachers does not differ according to gender and marital status. Subsequently, the study presented by Sağnak and Kuruöz [21] found that authentic leadership positively relates to the teachers' altruistic behavior and meaning in work. It also revealed a significant positive relationship between altruistic behavior and meaningfulness.

Teaching as a profession requires the possession of specific characteristics. Likewise, teachers accept their students as individuals and cherish them. According to Dilmac [2], professional efficiency/self-efficacy and altruism pointed out that the teachers' perception of professional efficiency relates to three sub-dimensions of the teacher altruism scale except for donation.

The study fostered by Zhang [22] revealed that positive emotions in teaching primary predicted the adaptive types of organizational commitment. The result includes affective, normative, and ideal commitment; however, negative emotions in teaching contributed to the maladaptive types of organizational commitment, including economic and choice commitment. These findings brought new insights into the literature on emotions in teaching and that organizational commitment.

More so, transformational and contingent reward leadership positively affected the university faculty's psychological and organizational commitment. Huang et al. [23] presented this concept in their study on how transformational and contingent reward leaderships influence university faculty's organizational commitment as mediating effect of psychological empowerment. Their result showed that the university faculty's psychological empowerment positively mediated the relationships between transformational and contingent reward leadership and organizational commitment.

The study of Dokuzoglu and Eren [24] stressed that organizational commitment is a concept related to integrating an employee with his or her organization. Their study revealed that internal marketing practices in schools increase teachers' organizational commitment. This article implies that schools' continuous strategic marketing strategies and practices promote higher teachers' organizational commitment.

In addition, the study conducted by Güllü et al. [25] points out the mediating effect of organizational commitment on mobbing and turnover intention on physical education and sports teachers. Upon conducting the study, it was found that mobbing significantly and negatively affects organizational commitment. In contrast, turnover intention significantly and positively affects organizational commitment. It also observed that organizational commitment partially mediates between mobbing and turnover intention.

On the other side, the study by Akdemir [26] revealed that teachers' emotional exhaustion and compliance dimension of organizational commitment was high. It pointed out a negative, moderate,

and significant relationship between teachers' burnout and organizational commitment. This paper simply means that teachers' organizational commitment significantly predicts their burnout.

Furthermore, there is a significant correlation between organizational commitment and job burnout of secondary school teachers [27]. This study fosters that the higher the organizational commitment, the higher the job burnout and vice versa.

This study gained related insights and perspective on how the division would assess the relationship between teachers' selflessness behavior and managing their school's commitment. The literature presented gave a credible understanding of different factors affecting teachers' selflessness behavior and their strong sense of commitment to the organization. The workplace where teachers work provides comprehensive, strategic, and formative wellness programs, mental well-being assessments, and capacity-building programs that would ensure teachers' holistic development and a strong sense of commitment at work. Important critical factors in ensuring the well-being of people inside the organization guarantee positive and increased learning outcomes and precise holistic feedback mechanisms that will assure productivity and proficiency. This idea may result in a better management program for schools. This concept relates to the vital role of people management, resource mobilizers, and emphatic promotion of health wellness programs. Additionally, people's holistic and integral commitment to their organization leads to different learning opportunities and healthy relationships amongst school leaders, teachers, learners, and stakeholders.

3. Methodology
3.1. Research Design
The study's primary concern was assessing the relationship between teachers' selflessness and organizational commitment. This study used a quantitative research design, particularly the descriptive-correlational research method [28].

The quantitative research approach was impactful in analyzing and understanding the relationship between teachers' selflessness and organizational commitment in the next normal.

Adapted standardized questionnaires on philosophies of human nature altruism scale and organizational commitment among teachers used as primary data-gathering tools. A personal email was sent to the creator of the tools for permission to use the questionnaires. Information and data were gathered through survey questionnaires. The data gathered was tabulated and subjected to statistical treatment using statistical software for proper analysis and interpretations.

3.2. Respondents
The participants of this study were the 151 elementary and secondary teachers in the Schools Division Office, Central Luzon, for the school year 2021–2022. A stratified sampling technique was used by the researcher in the conduct of the study. The 151 elementary and secondary teachers in the Schools Division Office, Central Luzon, were selected as the study's respondents using Slovin's formula.

Table 1. Frequency Distribution of Respondents

Cluster	Actual Sample Size	Percentage
A	22	14.57
B	8	5.30
C	46	30.46
D	75	49.67
TOTAL	**151**	**100**

3.3. Instrument of the Study
The researcher adapted the instruments developed by Wrightsman [29] and Bar-Haim [30]. The first instrument used was the philosophies of human nature altruism scale, composed of a 14-survey questionnaire that will assess the altruism of respondents. Meanwhile, the second instrument is an 18-item questionnaire that was used to identify the organizational commitment of the respondents as to affective, continuance, and normative commitment.

3.4. Data Analysis

The data gathered through the questionnaire was processed using statistical software, the IBM Statistical Package for Social Sciences (SPSS) version 23.

Descriptive statistics such as frequency, mean, and percentage were computed to identify the number of responses by the participants. Meanwhile, inferential statistics include t-tests, Analysis of Variance, and Pearson-r correlation.

4. Finding and Discussion

This portion presents the analysis and interpretation of all the data gathered through the study. It investigated the teachers' selflessness related to their organizational commitment to the next normal.

The study dealt with the effect of teachers' selflessness and their organizational commitment as to their affective, continuance, and normative commitment in handling changes in the workplace, particularly in the Schools Division Office, Central Luzon.

4.1. Profile of the Respondents

Table 2 presents the frequency distribution and percentage of respondents according to sex. It can be gleaned from the table that the female-dominated respondents with 113 or 74.83% while the male was 38 or 25.17% of the total actual sample size.

Table 2. Frequency Distribution and Percentage of Respondents According to Sex

Respondent	Frequency	Percentage
Sex		
Male	38	25.17
Female	113	74.83
Position		
Teacher I	96	63.58
Teacher II	12	7.95
Teacher III	35	23.18
Master Teacher I	5	3.31
Master Teacher II	3	1.99
Years in Service		
5 and below	51	33.77
6-10 yrs.	42	27.81
11-15 yrs.	21	13.91
16-20 yrs.	12	7.95
21-25 yrs.	5	3.31
26-30 yrs.	13	8.61
31 yrs. and more	7	4.64
TOTAL	**151**	**100**

Shown also in Table 2 are the frequency distribution and percentage of respondents according to the position. It can be deduced that 96 or 63.58% comprised the Teacher I position. Meanwhile, Master Teacher II occupies the least with 3 or 1.99% of respondents.

Finally, table 2 shows the frequency distribution and percentage of respondents according to years in service. The table revealed that those teacher-respondents who have 5 years and below occupy the most significant number of frequencies with 51 or 33.77%. However, teacher-respondents who are 21-25 years present the lowest number of frequencies with 5 or 3.31% of the total respondents.

4.2. Philosophies of Teachers' Selflessness

Table 3 shows the teachers' selflessness. It can be gleaned from the table that the highest weighted mean was obtained by the statement "Most people will act as "Good Samaritans" if given the opportunity." with a score of 5.09. This score is translated to "Moderately Agree" in the verbal interpretation. On the other hand, the statement "It is only a rare person who would risk his own life and limb to help someone else" generated the lowest weighted mean score of 2.58. It has a verbal interpretation of "Disagree." The overall weighted mean average for the teachers' altruism disclosed 3.37, corresponding to a verbal interpretation of "Agree" on the Likert Scale.

Table 3. Mean Distribution of Philosophies of Teachers' Selflessness

Indicators	Mean	Verbal Interpretation
Positively Scored Item (1-7)		
1. Most people try to apply the Golden Rule even in today's complex society.	4.77	Moderately Agree
2. Most people do not hesitate to go out of their way to help someone in trouble.	4.64	Moderately Agree
3. Most people will act as "Good Samaritans" if given the opportunity.	5.09	Moderately Agree
4. "Do unto others as you would have them do unto you" is a motto most people follow.	5.02	Moderately Agree
5. The typical person is sincerely concerned about the problems of others.	4.52	Moderately Agree
6. Most people with a fallout shelter would let their neighbors stay in it during a nuclear attack.	4.50	Moderately Agree
7. Most people would stop and help a person whose car is disabled.	4.50	Moderately Agree
Negatively Scored Item (8-14)		
8. The average person is conceited.	2.96	Disagree
9. It is only a rare person who would risk his own life and limb to help someone else.	2.58	Disagree
10. It is pathetic to see an unselfish person in today's world because so many people take advantage of him.	2.79	Disagree
11. People pretend to care more about one another than they really do.	2.75	Disagree
12. Most people inwardly dislike putting themselves out to help other people.	2.95	Disagree
13. Most people exaggerate their troubles in order to get sympathy.	2.91	Disagree
14. People are usually out for their own good.	2.81	Disagree
Overall Mean (Teachers' Selflessness)	**3.77**	**Agree**

Legend:
1.00-1.49 Strongly Disagree;   1.50-2.49 Moderately Disagree;   2.50-3.49 Disagree;
3.50-4.49 Agree;   4.50-5.49 Moderately Agree;   5.50-6.00 Strongly Agree

4.3. Teacher's Organizational Commitment in Terms of Affective Commitment

A weighted mean analysis was performed to determine the respondents' organizational commitment in terms of affective commitment. Table 4 shows the result of the analysis. One can deduce from the table that the statement "This school has a great deal of personal meaning for me" has generated the

highest weighted mean with 4.07. This result has a corresponding verbal interpretation of "High." On the other hand, the statement "I really feel as if the school's problems are my own" generated the lowest weighted mean of 3.53, which also corresponds to a verbal interpretation of "High." The overall weighted mean for the respondents' organizational commitment in terms of affective was 3.78. This result corresponds to "High" in the verbal interpretation.

Table 4. Mean Distribution of Teacher's Organizational Commitment
in Terms of Affective Commitment

Affective Commitment	Mean	Verbal Interpretation
1. I would be very happy to spend the rest of my career in this school.	4.01	High
2. I really feel as if the school's problems are my own.	3.53	High
3. I feel like "part of the family" at this school.	3.76	High
4. I feel emotionally attached to the school.	3.64	High
5. This school has a great deal of personal meaning for me.	4.07	High
6. I feel a strong sense of belonging to the school.	3.69	High
Overall Mean	**3.78**	**High**

Legend:

1.00-1.49 Strongly Disagree;   1.50-2.49 Moderately Disagree;   2.50-3.49 Disagree;
3.50-4.49 Agree;   4.50-5.49 Moderately Agree;   5.50-6.00 Strongly Agree

4.4. Teacher's Organizational Commitment in terms of Continuance Commitment

Table 5 presents the weighted mean distribution of the respondents' organizational commitment in continuance commitment.

Table 5. Mean Distribution of Teacher's Organizational Commitment
in Terms of Continuance Commitment

Continuance Commitment	Mean	Verbal Interpretation
7. It would be very hard for me to leave my job at school.	4.03	High
8. Too much of my life would be disrupted if I leave my school.	3.41	Moderate
9. Right now, staying with my job at this school is a matter of necessity as much as desire.	3.48	Moderate
10. I believe I have too few options to consider in leaving this school.	3.19	Moderate
11. One of the few negative consequences of leaving my job at this school would be the scarcity of available alternatives elsewhere.	3.28	Moderate
12. One of the major reasons I continue to work for this school is that leaving would require considerable personal sacrifice.	3.42	Moderate
Overall Mean	**3.47**	**Moderate**

Legend:

1.00-1.49 Strongly Disagree;   1.50-2.49 Moderately Disagree;   2.50-3.49 Disagree;
3.50-4.49 Agree;   4.50-5.49 Moderately Agree;   5.50-6.00 Strongly Agree

Based on the presentation from the table, it can be deduced that "It would be very hard for me to leave my job to the school" got the highest weighted mean score with 4.07. It has a corresponding verbal interpretation of "High." However, the lowest result was the statement "I believe I have too few options to consider in leaving this school." with a weighted mean score of 3.19 equates to "Moderate" in the verbal interpretation. The average weighted mean for the respondents' organizational

commitment in terms of continuance commitment was 3.47, equivalent to the verbal interpretation of "Moderate" on the Likert scale.

4.5. Teacher's Organizational Commitment in Terms of Normative Commitment

To analyze the respondents' organizational commitment in terms of normative commitment, Table 6 displays the result of the weighted mean computation. It can be gleaned from the table that the highest weighted mean score was 4.27, which was obtained by the statement "I owe a great deal to this organization." The result has a corresponding verbal interpretation of "High" on the scale. On the other hand, the lowest weighted mean score was 3.49, which was produced by "Even if it were to my advantage, I do not feel it would be right to leave this school." This result equates to the verbal analysis of "Moderate." To sum, the average weighted mean for the respondents' organizational commitment in terms of normative was 3.98 which falls under the verbal interpretation of "High" as well in the scale.

Table 6. Mean Distribution of Teacher's Organizational Commitment
in Terms of Normative Commitment

Normative Commitment	Mean	Verbal Interpretation
13. I feel any obligation to remain with my school.	3.57	High
14. Even if it were to my advantage, I do not feel it would be right to leave this school.	3.49	Moderate
15. This school deserves my loyalty.	4.39	High
16. I would feel guilty if I left this school now.	4.06	High
17. I would not leave my school right now because of my sense of obligation to it.	4.11	High
18. I owe a great deal to this organization.	4.27	High
Overall Mean	**3.98**	**High**

Legend:
1.00-1.49 Strongly Disagree;   1.50-2.49 Moderately Disagree;   2.50-3.49 Disagree;
3.50-4.49 Agree;   4.50-5.49 Moderately Agree;   5.50-6.00 Strongly Agree

4.6. Means Distribution of Teacher's Organizational Commitment

Table 7 displays the mean distribution of teachers' organizational commitment. The table shows that normative commitment generated the highest weighted mean score of 3.98, which translates to "High" in the verbal interpretation. However, the continuance commitment disclosed the lowest mean score with 3.47, which has a corresponding representation of "Moderate" as verbal interpretation. Overall, the average weighted mean for the teachers' organizational commitment was 3.74, corresponding to the verbal interpretation of "High" on the Likert scale.

Table 7. Mean Distribution of Teacher's Organizational Commitment

Factors	Mean	Verbal Interpretation
Affective Commitment	3.78	High
Continuance Commitment	3.47	Moderate
Normative Commitment	3.98	High
Teacher's Organizational Commitment	**3.74**	**High**

Legend:
1.00-1.49 Strongly Disagree;   1.50-2.49 Moderately Disagree;   2.50-3.49 Disagree;
3.50-4.49 Agree;   4.50-5.49 Moderately Agree;   5.50-6.00 Strongly Agree

4.7. Significant Differences in the Teachers' Selflessness and Organizational Commitment According to Profile Variables

The study performed an Analysis of Variance (ANOVA) to assess whether there are significant differences between the respondents' selflessness and their organizational commitment to the teachers when grouped according to profile.

Table 8. Analysis of Variance in the Responses of Teachers' Selflessness and Teachers' Organizational Commitment when Grouped According to Profile Variables

Variables	Sex	Position	Years in Service
Philosophies of Teachers' Selflessness	$t = 5.815*$ $p = .017$	$F(4, 146) = 3.785*$ $p = .006$	$F(3, 147) = 0.263$ $p = 0.852$
Teacher's Organizational Commitment	$t = 0.001$ $p = .990$	$F(4, 146) = 0.699$ $p = 0.699$	$F(3, 147) = 0.746$ $p = .0526$

Based on Table 8, it can be gleaned that teachers' selflessness has a significant gender difference, obtaining a p-value of .017. However, teachers' organizational commitment revealed no significant relationship obtaining an r-value of .990. Findings imply that teachers' selflessness varies depending on their sex while their commitment remains the same whether male or female.

This result complements a study on gender differences and gender differences in stressors and coping strategies among teacher education students, findings show that in terms of perceived coping stratagems, females utilized adaptive coping stratagems while males utilized maladaptive and avoidance coping stratagems although there was no significant difference between genders [31].

Table 8 also displayed the analysis of variance (ANOVA) on the teachers' responses to selflessness and organizational commitment when grouped according to the position. Based on the computation of the study, teachers' selflessness got a significant result with an F-test result of 3.785 with a corresponding probability value of .006. However, the teachers' organizational commitment got an F-test result of 0.699 with a p-value of .594. This result is greater than the alpha significance level of .05. Thus, no significant relationship in the teachers' responses when grouped according to their position. This finding is supported by another study in which participants believe that using the third position as the home position may benefit 53.1% of learners [32].

Finally, the analysis of variance (ANOVA) in the teachers' responses on their selflessness and organizational commitment when grouped according to years in service. It can be gleaned that teachers' selfless and organizational commitment did not produce a significant result based on their F-test, .263 and .746, and p-value, .852 and .526, respectively. Therefore, it was concluded that there was no significant relationship in the responses of the teachers when they were grouped according to their years in service.

This result is similar to a previous study where teachers should master their fields, maintain personal development, get to know the target group, and maintain strong communication in school [33].

4.8. Significant Relationship between Teachers' Selflessness and Organizational Commitment

Table 9 shows the results of the correlational statistical inference to determine the significant relationship between the respondents' selflessness on their organizational commitment to the teacher-respondents.

A Pearson-r moment of correlation was performed to assess the relationship between the respondents' selflessness and their organizational commitment to the teachers. Based on Table 9, it was noted that continuance commitment and affective commitment got a significant relationship to teachers' selflessness. Since the obtained r-value for continuance was .001 and normative was .003, continuance generated a moderately significant relationship. In contrast, affective commitment generated a low significant relationship. However, normative commitment revealed no significant relationship obtaining an r-value of .173. Findings revealed no significant relationship between teachers' selflessness and their organizational commitment.

The findings of the study supported a previous paper that revealed altruism did not directly influence the work engagement of massive open online courses (MOOCs) instructors. However, it indirectly affected the MOOCs instructors' work engagement through instructional self-efficacy [34].

Table 9. Correlation between Philosophies of Teachers' Selflessness and Teacher's Organizational Commitment

Teacher's Organizational Commitment	Philosophies of Teachers' Selflessness		
	Pearson Correlation	***p*-value**	**Verbal Interpretation**
Affective Commitment	0.241*	0.003	Low Significant Relationship
Continuance Commitment	-0.334*	0.001	Moderate Significant Relationship
Normative Commitment	0.112	0.173	NO Significant Relationship
Teacher's Organizational Commitment	**-0.008**	**0.924**	**NO Significant Relationship**

*$p < .05$

Legend:
Pearson Correlation (r) Value = Level of relationship:
(a) 0.7 and above – very strong relationship
(b) 0.50 to 0.69 – strong relationship
(c) 0.30 to 0.49 – moderate relationship
(d) 0.10 to 0.29 – low relationships and
(e) 0.01 to 0.09 – very low relationship

5. Conclusion

Based on the following results of the quantitative and qualitative analysis of the study, the researcher, therefore, concludes the following:

More female teacher-respondents occupy a Teacher I position with less than five years in service. The teachers' selflessness generated an overall response of "agree." In the case of teachers' organizational commitment, affective, continuance, and normative aspects obtained a moderate to the high response. Statistical differences were observed in the teachers' selflessness when grouped according to sex and teachers' position. On the other hand, there were no significant differences in teachers' organizational commitment when grouped according to profile variables. Finally, there were significant relationships found in terms of affective (low positive) and continuance (moderate negative) to the teachers' selflessness. However, there was no significant relationship between teachers' selflessness and organizational commitment.

In the light of the conclusions drawn, the following recommendations are now offered by the researchers:

1. Teachers should always help others in everything they do even if it risks their own lives;
2. Teachers should feel happy, part of the family, emotionally attached, deal of meaning to their lives, and have a sense of belongingness every time they commit themselves to perform and render their service in schools;
3. Teachers should always have a deep sense of obligation as an employee based on their values and norms and to the set standard and guidelines of the department;
4. School Heads should always consider the needed resources in the school to continue its operations and process, most especially the scarce resources that require more of their attention;
5. School Heads should provide a robust support system among colleagues that will promote healthy relationships among members of the organization; and
6. School Heads should provide a teacher help desk (THD) to assist teachers who face difficulties and uncertainties, especially in their workload-face-related issues, increasing organizational commitment.

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