

Hierarchical Needs Status and Work Opportunities towards Organizational Commitment of Elementary School Teachers

Lagrimas, Arlene B.

Laguna State Polytechnic University, San Pablo City, Philippines

ABSTRACT : The study aimed to determine the current hierarchical needs status and work opportunities relative to the level of organizational commitment of school teachers. The study used descriptive method where questionnaire was the primary data gathering instrument. One hundred sixty (160) teachers from Sariaya West District Division of Quezon, contributed to the study. Frequency, percent count, mean, SD and Pearson r were used in the statistical analysis of data. The study revealed as perceived by the Teacher-respondents on their hierarchical needs status were on a high level. Effect of work opportunities in terms of trainings and development, promotion and salary was observed. Maslow's stages of motivational theory in terms of survival needs, stability needs, enjoyment needs, and esteem needs were related to the teacher's organizational commitment. Teachers who feel secure in their survival needs, have stable employment, derive enjoyment from their work, and possess a healthy self-esteem are more likely to exhibit higher levels of commitment to their organization. Recognizing and catering to these needs can thus serve as a powerful tool for educational institutions seeking to foster a dedicated and engaged teaching workforce. It was revealed that work opportunities and how they were committed in the organization show that there is significant relationship work opportunities and that of organizational commitment of teachers. This findings emphasizes the role of perceived career prospects and financial rewards as motivators for teachers, highlighting their influence on organizational commitment. Recognizing and investing in these aspects of work opportunities can thus serve as effective strategies for educational institutions to cultivate a committed and engaged teaching workforce.

It appears that age and years in service do not moderate the relationship between hierarchical needs status and organizational commitment of the teachers. Age and years in service are not related to work opportunities and organizational commitment of the teachers. This implies that regardless of tenure and age, the impact of perceived work opportunities and hierarchical needs status on organizational commitment remains consistent. Understanding these dynamics can inform organizational strategies aimed at enhancing teacher commitment by emphasizing the importance of psychological fulfillment and job satisfaction, meaningful career development opportunities alongside age and tenure-based considerations. With these, educational institutions can foster a more engaged and committed teaching workforce.

KEYWORDS : Hierarchical Needs, Work Opportunities, Organizational Commitment, Self- esteem Stability,

INTRODUCTION

Hierarchical needs were essentially needed by everybody. In the Department of Education, needs of the teachers must be assessed to find work opportunities and knew the organizational commitment of the educators. Teachers needed proper motivation by focusing on meeting varying needs at different levels. This driven to the teaching staff to satisfy their needs in a hierarchical manner. The most fundamental needs come first in this hierarchy, followed by more complex demands. Survival, Stability, Enjoyment and Self-esteem were the common hierarchical needs of teachers as school workers which needed to give focus for more productive outcome in came to work performance.

Furthermore, work opportunity was an instance that gives itself to educators so that you can achieved the goals in the professional growth and development of teachers. This opportunity indicated a position opening, promotion, or chance for a highest position. Trainings and Development as well as promotion and salary were the given work opportunities of the teachers. The following indicators would be perceived by the teachers as factors of the given work opportunities.

As educators, it was important to consider the elements that might have an impact towards organizational commitment with regards to fringe benefits, working conditions, achievements, and accountability. Therefore, the researcher was interested in exploring the connection between teachers' hierarchical needs status, work opportunities towards their level of organizational commitment.

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In addition, profile of the respondents was essential for maintaining commitment and general productivity within the school structure. The teachers' enjoyment of their work had a significant impact on their loyalty to the company. Teachers that were satisfied with their positions were committed to sticking around the business. Employers were happier with their work when they are more invested in and committed to the organization (Shila likewise Sevilla, 2015). How the instructors perceived the institution affects the success of the school, which in turn affects how they approach their work in general. Thus, it's important to remember that the views, attitudes, and behaviors of teachers played a significant role in how they form their professional identity and their approach to with regular issues in their area of expertise (Titu, 2019)

Admittedly, as contended by Martires (2015), teachers played a vital role in the development of educational organizations. They collaborated with the school in the pursuit of productivity, quality education, excellence, and competitiveness. Without them, nothing much can be achieved in the system. Additionally, teachers were more productive when their school administrators maintained positive interpersonal relationships, offered support and encouragement, encouraged soft guidance, and increased interdependence among members. Inclusions of pay benefits, better working conditions, a positive organizational culture, and instructional effectiveness as factors affecting teachers happiness. For some people, external variables like monetary compensation, flexible work schedules, social standing, and so on may be the main sources of enjoyment of teachers. Some people find fulfillment in the status others place on them because of their labor, and this cycle continues.

The results of the study may provide insights and informational benefits to the following:

District Supervisor. The results of this study might help understand how symbolic relationships exist between subordinates and superior. This acted as a road map for maintaining a productive working relationship. The district supervisor should be aware that treating his subordinates fairly result in a positive working environment and a happy relationship.

School Heads. The findings of this survey might give them the resources as needed to further analyze their situation. Additionally, it might teach them the true value of working together with and for one another, which provided the foundation for finding professional fulfillment. To ensure productivity, this study might serve as a challenge to all school leaders. If they fail to do so, the organization will suffer.

Teachers. The results of this survey might give them the chance to explain their personal objectives and preferences, allowed them to come together as very engaging and effective teachers. In this study, they might consider for themselves how to enhance their own work, how to comprehend the dynamics of their work and relationships with their peers, or how to find educators who were genuinely delighted with their work. The teachers might also benefit greatly from this study's encouragement to reconsider and evaluate their own work.

Students. The result of the study might be viewed as important to the students by enjoying their everyday lessons because of their motivated teachers as they compensated and treated well.

Future Researchers. The results of this study might serve as a guide or learning tool for individuals who will perform similar research in the future. It might provide them with a clearer understanding of the ideas surrounding employee's commitment to their job.

OBJECTIVES OF THE STUDY

The major goal of this study was to ascertain their hierarchy of needs, work opportunities, and level of commitment to their work. This study provided teachers with an opportunity to clarify their personal objectives and preferences, allowing them to come together as highly engaging and effective teachers. In this study, a person could consider themselves how to enhance their own work, how to comprehend the dynamics of their work and relationships with their peers, or how to find educators who are genuinely delighted with their work. The results of this study served as a challenge to all school heads in directing the organization successfully, otherwise, productivity would be at risk. In addition, this study enabled the teachers to rethink and reflect on their own performances.

METHODOLOGY

This study was a non-experimental quantitative descriptive research that utilized the correlation technique. The descriptive-correlational research design aims to accurately and systematically characterize a population, situation, or phenomenon (McCombes, Revised 2020).

The correlational design analyzes the link between variables without the researcher influencing them (Bhandari, 2021). It aims to determine the hierarchical needs status and work opportunities and its impact on the level of organizational commitment among public elementary school Teachers in Sariaya West District.

This study was directed in the elementary schools of Sariaya West District, Division of Quezon. One hundred sixty (160) respondents served as the sample size of the teachers who are currently associated with twelve 12 public elementary schools in Sariaya West District, Division of Quezon. The majority of the respondents which are 20 teachers from Sto. Cristo Elementary School. While the least number of respondents are employed at Lutucan I ES with six teachers.

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The primary instruments that the researcher used for gathering data in the study was a self- made questionnaire. This instrument was total constructed based on the hierarchical needs status, work opportunities and organizational commitment of teachers.

There were four parts to the instrument. Part I describes the profile of the respondents. Part II focuses on the hierarchical needs status such as survival, stability, self- esteem and self- actualization. Part III pertains to work opportunities for teachers. Part IV deals with the perceptions on the organizational commitment. The questionnaire was rated on a four-point Likert scale with the highest point of four and a minimum of one point. This study took the following steps to ensure its validity: 1) defining the purpose, specific objectives, target group, and conceptual/theoretical model; 2) evaluating relevant literature, locating instruments, and utilizing existing tools and instruments; and 3) building the instrument and supporting materials.

The researcher obtained consent from one principal, one head teacher, a master teacher, and a language expert from Sariaya West District teachers to check and validate the content of the instrument to ensure that it complies with the study's research paradigm and problem statement. Following these processes, the researcher's adviser and panel members' comments and suggestions were considered in the instrument's ultimate construction.

In addition, the research instrument also was pilot tested with 30 respondents. Moreover, based on the reliability test, the hierarchical needs status as the first independent variable obtained a Cronbach Alpha rating of 0.824 which denotes a good rating. Similarly, the second independent variable (work opportunities) had a Cronbach Alpha rating of 0.914 which denotes an excellent rating while the dependent variable (organizational commitment) had a Cronbach Alpha rating of 0.905 which denotes a excellent rating.

After the approval from the panel members and adviser, the authors wrote a permission letter addressed to the Schools Division Superintendent's, SDO-Quezon, for the study's conduct and dissemination of the research instrument. Following his acceptance, a permission letter was issued to the Sariaya West District Supervisor and all school heads in the respondent schools, telling them of the researcher's desire to collect data in their stations. Following approval of the permission letter by the superintendent, district supervisor, and school heads, the researcher conducted her research by following the steps below. First, with the help of the school heads, the researcher sent the link to the questionnaire via Google Form to the respondents. They were given plenty of time to complete the survey. The researcher constantly checked the reactions of the participants in the event of turning the link after retrieving all of the responses, as there would be no more responses to accept thereafter. The survey checklist was the main source of the data needed for the study. The gathered data were tallied, documented, analysed and interpreted to establish relationship between variables.

The authors used the various statistical tools such as mean, standard deviation, and Pearson Product- Moment Correlation Coefficient: Mean. This was utilized in consolidating the respondents' assessment on the hierarchical needs status, work opportunities and how committed they are in the organization of the school; Standard Deviation. It was used to determine the homogeneity or heterogeneity of the responses on items under study; Pearson Product- Moment Correlation Coefficient. It was utilized to determine the relationship between the status of the hierarchical needs status of the teachers, work opportunities and their organizational commitment at 0.01 level of probability; and Moderation Analysis Using Process Macro of Hayes. This was used to check whether the age and years in service significantly moderates the relationship between status of the hierarchical needs status of the teachers, work opportunities and their organizational commitment.

Before agreeing to participate in the study, the respondents were informed and given enough opportunity to express their honest feelings about the research questions. The study used both primary and secondary data. The respondents' consent were obtained and confirmed with proper permission to use their data. Other areas of research ethics were likewise closely adhered to.

RESULTS AND DISCUSSION

Distribution of the Respondents as to Age and Years in Service

Table 1 shows the frequency distribution of the respondents in terms of age. Majority of the surveyed respondents were in the bracket of 31-40 with the highest frequency of 62 while the lowest frequency of 21 were the bracket of 51-60.

Meanwhile as to the frequency distribution in terms of years in service, majority of the surveyed respondents have served the institution for 31 years and more with the lowest frequency of 4.

Table 1. Distribution of the Respondents as to Age and Years in Service

Age	f	Years in Service	f
30 and below	40	10 and below	83
31-40	62	11-20	51
41-50	37	21-30	22
51-60	21	31 and above	4
Total	160	Total	160

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Status of the Hierarchical Needs of Teachers

Table 2 below shows the status of hierarchical needs of the teachers of the selected teaching personnel of Sariaya West District. This is in terms of survival, stability, enjoyment and self- esteem. Results show that hierarchical needs of teachers was very high level with an overall mean of 3.75 and a standard deviation of 0.47. Among the four indicators, *enjoyment* topped the list with a mean of 3.82 described as very high level and this was followed by *stability* with a mean of 3.76 and described as very high level.

Table 2. Summary Table on the Status of Hierarchical Needs of the Teachers

Subscales	Mean	SD	Verbal Interpretation
Survival	3.70	0.52	Very High Level
Stability	3.76	0.47	Very High Level
Enjoyment	3.82	0.4	Very High Level
Self-esteem	3.72	0.47	Very High Level
Overall	3.75	0.47	Very High Level

The result shows that respondents hierarchical needs status in terms of Survival was at a very high level imply that it is currently their priority. They will probably do it their all to meet these requirements in order to reach safety. It is the same in the study of Kurt's (2020) that the physiological demands at the base of the pyramid must be satisfied first since they are the most. Food, sleep, clothes, and a place to live are among these essentials. If these basic needs are not met, people will only engage in actions that meet their physiological needs and are unable to concentrate on anything else. Since they come first, they are the primary source of motivation for individuals. When someone is hungry, they will prioritize their needs before their wants or desires.

Teachers anticipate stable work as a benefit of their job insurance. Educators are content when the organization is stable and able to fulfill their demands as employees as stated by Fisher & Royster (2016). One of the things that influences how much they will work and how productive they will always be is the stability of their employment. Positive workplace culture may contribute to employees' sense of fulfillment at work.

To what degree a person's job and all related aspects fulfill their needs and desires determines how satisfied they are with their work, that is a major factor. Wants are deliberate aspirations for alteration of circumstances that one believes would lead to satisfaction. . When teachers work in a less stressful atmosphere, they will generate better work. The degree to which you like your work has an impact on how well you perform at the school. However, it's not simple to create an environment that would increase job satisfaction. Being paid well or holding a prestigious position at work won't ensure job contentment on its own (Nuzulia & Saputra, 2022). A job needs to foster meaningful employment and an individual's capacity for personal development in order to be fulfilling.

The results also show that teachers work needs to be valued or assessed. Andres (2014) stated that because they felt so highly of himself, the Filipino attributed successes to good judgment and failures to chance. To be productive in today's workforce, workers needed to possess both self-assurance and dignity. Productive workers are usually appreciated and esteemed rather than pitied. This suggest that teachers should have their needs, concerns, and interests met by their school administrators and other colleagues in a way that makes them feel respected, empowered, and supported.

Opportunities Towards Respondents' Work

Table 3 shows the perception towards work opportunities of selected teaching personnel of the Sariaya West District. This is in terms of trainings and development, promotion and salary. Results show that work opportunities was observed by the teachers respondents with an overall mean of 3.49 and a standard deviation of 0.57. Among the three indicators of work opportunities , *trainings and development* topped the list with a mean of 3.57 described as highly observed and this was followed by *promotion* with a mean of 3.47 and described as observed.

Table 3 Summary Table on Work Opportunities for Teachers

Subscales	Mean	SD	Verbal Interpretation
Trainings and Development	3.57	0.51	Highly Observed
Promotion	3.47	0.58	Observed
Salary	3.43	0.63	Observed
Overall	3.49	.57	Observed

The results on the perception towards work opportunities in terms of training and development imply that by learning new techniques, methods, tactics, skills, and tools, it provides them with the chance for ongoing professional development. Upon gaining additional skills, educators are inherently inspired to do more with their pupils and feel joyful and confident. Polat and İskender's

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(2018) study highlighted that the development of in-service training boost teachers' resilience by providing trainings and school-based activities.

Teachers promotion indicates the capacity to hold a higher position is trusted and recognized. Yeboah and Kuranchie state that promotions and upgrades for teachers, together with additional years of service and/or education, were crucial to the professional lives of teachers and other formal employees. This resulted from advancement and promotion serving as catalysts for assiduous work and excellent output.

The results on the perception towards work opportunities in terms of salary confirm the observations of Seniwoliba (2013), Denmar and Marmoah (2017), and other researchers' earlier that work demonstrated that higher pay and a pleasant work environment had a favorable effect on teachers' motivation. Research has repeatedly demonstrated that educators are more likely to be motivated and engaged at work if they receive proper compensation.

Level of Organizational Commitment

Table 4 shows the level of organizational commitment of selected teaching personnel of the Sariaya West District. This is in terms of fringe benefits, working condition, achievements and accountability. Results show that the level of organizational commitment was described as very committed with an overall mean of 3.50 and a standard deviation of 0.58. Among the four indicators of organizational commitment, *accountability* topped the list with a mean of 3.74 described as very committed and this was followed by *working condition* with a mean of 3.53 and also described as very committed.

Table 3. Summary Table on the Level of Organizational Commitment

Subscales	Mean	SD	Verbal Interpretation
Fringe Benefits	3.22	0.73	Committed
Working Condition	3.53	0.56	Very Committed
Achievement	3.49	0.56	Committed
Accountability	3.74	0.45	Very Committed
Overall	3.50	.58	Very Committed

The results denote that teachers are devoted to work because it serve as a catalyst for job happiness. Ahmad & Scott, (2015) affirmed that employee engagement and satisfaction are better when fringe benefits are provided because if workers believe that the quantity or advantages that surpass legal requirements are provided, and they develop a strong bond with the company perks provided by a company are mostly intended to turn workers into happy workers who become obedient and effective.

Teachers must collaborate effectively with others in the classroom, as evidenced by the working conditions variable in the study. Working conditions at the school have an impact on how committed the responders are to their work. The assignment's completion is influenced by the placement of the teachers. Similarly the results are in agreement with the statements of O'Neill and Salas (2018), that work teams are a common tool employed by contemporary organizations to manage the challenges of a demanding and complicated work environment. The aforementioned claim was judged significant in the study since it contributed to a positive work atmosphere and lessened barriers and disputes within the organization when a team worked together in a well-understood manner.

Teachers used recognition as a goal to surpass their job and accomplish more constructive outcomes. An employee will be happy at work if they have access to numerous content components, such as achievement. An employee won't feel unhappy at work if these elements aren't present; instead, they'll feel impartial and unresponsive (Herzberg ,2013).

The results explain that accountability was the responsibility of educators to stay organized. Berkovich & Bogler, (2020) stated that to provide high-quality instruction in the realm of education, committed educators were necessary. Consequently, positions and duties must coexist. This was related to the present study since one of the claims that needed to be looked into was the extent of teachers' organizational commitment to responsibility, which included fulfilling duties and responsibilities in a proper manner.

Relationship between Hierarchical Needs Status and the Organizational Commitment

Table 4 shows the relationship between hierarchical needs status and organizational commitment of selected teaching personnel of the Sariaya West District. The relationship between the two variables was tested using the Pearson-r coefficient. The probability level (p) is 0.01.

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Table 4 Test of Relationship between Hierarchical Needs Status and the Organizational Commitment Hierarchical Needs Status of Teachers Organizational Commitment

Hierarchical Needs Status of Teachers	Organizational Commitment			
	Fringe Benefits	Working Condition	Achievement	Accountability
Survival	.241**	.296**	.302**	.452**
Stability	.221**	.358**	.304**	.491**
Enjoyment	.239**	.381**	.379**	.479**
Self-Esteem	.303**	.383**	.383**	.425**

** . Correlation is significant at the 0.01 level (2-tailed).

The significant positive relationship between the hierarchical needs status components—survival, stability, enjoyment, and self-esteem—and organizational commitment among teachers underscores the importance of fulfilling basic psychological needs in fostering commitment within educational contexts. Teachers who feel secure in their survival needs, have stable employment, derive enjoyment from their work, and possess a healthy self-esteem are more likely to exhibit higher levels of commitment to their organization. This finding highlights the interconnectedness between individuals' psychological well-being and their commitment to their professional roles, emphasizing the significance of addressing these foundational needs to promote organizational loyalty.

Moreover, when examining how hierarchical needs status relates to specific organizational factors such as fringe benefits, working conditions, achievement, and accountability, the positive relationship persists. This suggests that fulfilling teachers' hierarchical needs not only enhances their overall commitment but also positively influences their perceptions of organizational aspects related to rewards, work environment, recognition of achievements, and accountability structures. Recognizing and catering to these needs can thus serve as a powerful tool for educational institutions seeking to foster a dedicated and engaged teaching workforce.

Hussain, et al.'s (2022) research revealed a strong and favorable correlation between teachers' job satisfaction and their well-being, with regard to aspects such as pay, advancement, perks, job-related stress, colleagues, task complexity, and communication. When compared to instructors in private schools, public school teachers expressed more job satisfaction and happiness. Additionally, the reference mentioned above showed a strong and positive relationship between teachers' job satisfaction and elements like pay, advancement, fringe benefits, contingent rewards, working environment, coworkers, task complexity, and communication.

Relationship between Work Opportunities and the Organizational Commitment

Table 5 shows the relationship between work opportunities and organizational commitment of selected teaching personnel of the Sariaya West District. The relationship between the two variables was tested using the Pearson-r coefficient. The probability level (p) is 0.01.

Table 5. Test of Relationship between Work Opportunities and the Organizational Commitment

Work Opportunities	Organizational Commitment			
	Fringe Benefits	Working Condition	Achievement	Accountability
Trainings & Development	.417**	.496**	.520**	.615**
Promotion	.514**	.388**	.563**	.427**
Salary	.620**	.529**	.638**	.478**

** . Correlation is significant at the 0.01 level (2-tailed).

The significant positive relationship between teachers' perceived work opportunities in areas such as trainings and development, promotion, and salary, and their organizational commitment underscores the importance of career advancement prospects and financial incentives in fostering dedication within educational settings. Teachers who perceive ample opportunities for professional growth, prospects for promotion, and satisfactory compensation are more likely to demonstrate higher levels of commitment to their organization. This finding emphasizes the role of perceived career prospects and financial rewards as motivators for teachers, highlighting their influence on organizational commitment.

Furthermore, when examining how work opportunities relate to specific organizational factors such as fringe benefits, working conditions, achievement, and accountability, the positive relationship persists. This suggests that providing robust work opportunities not only enhances teachers' overall commitment but also positively influences their perceptions of various organizational aspects, including rewards, work environment, recognition of achievements, and accountability structures. Recognizing and investing in these aspects of work opportunities can thus serve as effective strategies for educational institutions to cultivate a committed and engaged teaching workforce.

Psychological capital, good student behavior, organizational support, advancement, and working conditions all had a big impact on teachers' job satisfaction and general well-being in the teaching profession (Yoo and Rho, 2020; Ortan et al., 2021). This aligned

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with the current investigation, as one of the factors was the employment opportunities provided to the organizational commitment. This could serve as proof of the strong correlation between teachers' organizational involvement and work opportunities.

Moderation Effect of Age of the Teachers on the Relationship between the Hierarchical Needs Status and the Organizational Commitment

A moderation analysis was done to investigate whether the association between hierarchical needs status and the organizational commitment of the teachers depends on their age. It appears that both hierarchical needs status and age are not associated with the organizational commitment of the teachers. In the analysis, hierarchical needs status of the teachers has a coefficient of .5358 and age of the teacher's coefficient is -.0002. Specifically, the coefficients for both factors are statistically not significant ($p > .05$). The positive coefficient for "Int_1" suggests that there is no interaction effect between hierarchical needs status and the organizational commitment of the teachers having a p value of .9410 which is greater than .05. Overall, the model has a weak fit ($R\text{-sq} = .2192$) and is not statistically significant ($p < .001$), suggesting that the predictors explain no significant amount of variance in the organizational commitment of the teachers.

Table 6. Moderation Effect of Age of the Teachers on the Relationship between the Hierarchical Needs Status and the Organizational Commitment

Model						
	Coeff	Se	t	P	LLCI	ULCI
Constant	1.3942	1.5184	.9182	.3599	-1.6051	4.3936
Needs						
Status	.5358	.4007	1.3370	.1832	-.2558	1.3274
Age	-.0002	.0380	-.0061	.9951	-.0754	.0749
Int_1	.0007	.0101	.0742	.9410	-.0191	.0206
Model Summary						
R	R-sq	MSE	F	df1	df2	p
.4681	.2192	.1404	14.5948	3.0000	156.0000	.0000

The absence of a significant association between hierarchical needs status, age, and organizational commitment among teachers suggests that these factors may not be primary drivers of their commitment to the organization. These findings challenge conventional wisdom, which often assumes that factors like status and age play significant roles in determining organizational commitment. However, the lack of interaction effect between hierarchical needs status and organizational commitment indicates that these predictors do not contribute significantly to explaining variations in teachers' commitment levels. This suggests that other variables, such as job satisfaction, organizational culture, or leadership style, might have a more substantial influence on teachers' commitment within the organization.

These results prompt further exploration into the underlying factors that shape teachers' organizational commitment. Future research could delve into variables such as work environment, intrinsic motivation, or perceived support from the organization, to gain a deeper understanding of what drives teachers to remain committed to their roles and the institutions they serve. By identifying these factors, educational institutions can tailor their strategies and policies to better support and retain their teaching staff, ultimately fostering a more engaged and committed workforce.

Hull (1976) in his study showed how instructors' ages and their levels of hierarchical needs related to one other. Their conclusions showed that the ability to satisfy demands was independent of age. The findings showed that although younger instructors scored higher than the majority of older teachers, age should not be a factor in predicting teachers' satisfaction levels.

Moderating Effect of Age of the Teachers on the Relationship between the Work Opportunities and the Organizational Commitment

A moderation analysis was done to investigate whether the association between work opportunities and the organizational commitment of the teachers depends on their age. It appears that work opportunities is positively associated to organizational commitment of the teachers while the age is not related to commitment. In the analysis, work opportunities of the teachers has a coefficient of .9437 and age of the teacher's coefficient is .0223. Specifically, the work opportunities are statistically significant ($p < .05$) while the age is not significantly related to commitment. The negative coefficient for "Int_1" suggests that there is no interaction effect between work opportunities and the age of the teachers having a p value of .2999 which is greater than .05. Overall, the model has a moderate fit ($R\text{-sq} = .5317$) and is statistically significant ($p < .001$), suggesting that the predictors explain no significant amount of variance in the organizational commitment of the teachers.

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Table 7. Moderation Effect of Age of the Teachers on the Relationship between the Work Opportunities and the Organizational Commitment

Model						
	Coeff	Se	t	P	LLCI	ULCI
Constant	1.3942	1.5184	.9182	.3599	-1.6051	4.3936
Needs Status	.5358	.4007	1.3370	.1832	-.2558	1.3274
Age	-.0002	.0380	-.0061	.9951	-.0754	.0749
Int_1	.0007	.0101	.0742	.9410	-.0191	.0206
Model Summary						
R	R-sq	MSE	F	df1	df2	p
.4681	.2192	.1404	14.5948	3.0000	156.0000	.0000

The positive association between work opportunities and organizational commitment among teachers highlights the crucial role that perceived career prospects and advancement opportunities play in shaping their commitment levels. This finding suggests that teachers who perceive a greater potential for career growth and development within their organization are more likely to exhibit higher levels of commitment. On the other hand, the lack of a significant relationship between age and organizational commitment suggests that chronological age alone may not be a determining factor in teachers' commitment levels. This challenges common assumptions that older teachers might inherently be more committed due to their longer tenure or experience.

Furthermore, the absence of an interaction effect between work opportunities and age implies that these predictors do not interact to significantly influence teachers' organizational commitment. This underscores the complexity of factors contributing to teachers' commitment levels, suggesting that a nuanced understanding of variables beyond age is necessary to comprehensively assess and address organizational commitment within the teaching profession. Future research could delve deeper into other potential influencing factors, such as job satisfaction, organizational culture, or work-life balance, to provide a more comprehensive understanding of what drives teachers' commitment to their organizations.

Age does not appear to be a moderator of organizational commitment, based on the results of study of Rehman, M. S., & Waheed, A. (2011)). Based on his findings, this association may be influenced by factors other than age. Additional factors can be investigated in subsequent research to see how they affect the connection between organizational commitment and work prospects.

In the findings of Cavanagh et al. (2019, mentioned on the growing percentage of senior workers in the labor. Older employees typically have a positive influence on organizational outcomes because of their wealth of organizational experience and loyal clients. Since this element has been linked to productive work outcomes, it is crucial to understand how to maintain or enhance older employees' job satisfaction. The hypothesis of socioemotional selectivity was supported by the results, which showed that as workers aged, autonomy became increasingly relevant to job happiness. A larger role for annual income in terms of job happiness also began to emerge, which goes against the concept. Our findings' implications for theory, research, and practice are discussed.

Moderating Effect of Years in Service of the Teachers on the Relationship between the Hierarchical Needs Status and the Organizational Commitment

A moderation analysis was done to investigate whether the association between hierarchical needs status and the organizational commitment of the teachers depends on their years in service. It appears that hierarchical need status is positively associated to organizational commitment of the teachers while the years in service is not related to commitment. In the analysis, hierarchical needs status of the teachers has a coefficient of .5567 and years in service of the teacher's coefficient is -.0002. Specifically, the hierarchical needs status are statistically significant ($p < .05$) while the years in service is not significantly related to commitment. The positive coefficient for "Int_1" suggests that there is no interaction effect between hierarchical needs status and the years in service of the teachers having a p value of .9857 which is greater than .05. Overall, the model has a weak fit ($R\text{-sq} = .2163$) and is statistically significant ($p < .001$), suggesting that the predictors explain no significant amount of variance in the organizational commitment of the teachers.

Table 8. Moderating Effect of Years in Service of the Teachers on the Relationship between the Hierarchical Needs Status and the Organizational Commitment

Model						
	Coeff	Se	T	P	LLCI	ULCI
Constant	1.4027	.7553	1.8572	.0652	-.0892	2.8946
Needs Status	.5567	.1979	2.8125	.0055	.1657	.9477
Yrs. in Service	-.0002	.0550	-.0031	.9975	-.1089	.1085
Int_1	.0003	.0144	.0179	.9857	-.0282	.0287
Model Summary						

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R	R-sq	MSE	F	df1	df2	p
.4651	.2163	.1409	14.3526	3.0000	156.0000	.0000

The positive association between hierarchical need status and organizational commitment among teachers suggests that individuals who have a higher sense of fulfillment in their hierarchical needs, such as esteem and belongingness, are more likely to exhibit stronger commitment to their organization. This finding underscores the importance of recognizing and addressing employees' psychological needs within the workplace to foster a sense of loyalty and dedication. Conversely, the lack of a significant relationship between years in service and organizational commitment challenges the notion that tenure alone influences teachers' commitment levels. This indicates that factors beyond simply the length of time spent in the organization play a more substantial role in determining teachers' dedication to their roles.

Moreover, the absence of an interaction effect between hierarchical need status and years in service implies that the relationship between these predictors does not significantly impact teachers' organizational commitment. This suggests that regardless of tenure, individuals' fulfillment of hierarchical needs remains a consistent predictor of their commitment levels within the organization. Understanding these dynamics can inform organizational strategies aimed at enhancing employee commitment by focusing on factors related to psychological fulfillment and job satisfaction rather than solely on tenure-based incentives or rewards.

Years of service did not affect one's capacity to meet human needs, according to Hull (1976). Hull's findings showed that among the younger and older teachers in the study, years of teaching experience is not a reliable indicator of hierarchical requirement levels. The results of Hull's analysis also showed that the hierarchical need levels of teachers are not predicted by years of teaching experience.

Moderating Effect of Years in Service of the Teachers on the Relationship between the Work Opportunities and the Organizational Commitment

A moderation analysis was tested to investigate whether the association between work opportunities and the organizational commitment of the teachers depends on their years in service. It appears that work opportunities is positively associated to organizational commitment of the teachers while the years in service is not related to commitment. In the analysis, work opportunities of the teachers has a coefficient of .7740 and years in service of the teacher's coefficient is .0167. Specifically, the work opportunities are statistically significant ($p < .05$) while the years in service is not significantly related to commitment. The negative coefficient for "Int_1" suggests that there is no interaction effect between work opportunities and the years in service of the teachers having a p value of .5060 which is greater than .05. Overall, the model has a moderate fit ($R\text{-sq} = .5290$) and is statistically significant ($p < .001$), suggesting that the predictors explain no significant amount of variance in the organizational commitment of the teachers.

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Table 9 Moderating Effect of Years in Service of the Teachers on the Relationship between the Work

Model						
	Coeff	Se	t	P	LLCI	ULCI
Constant	.7950	.3736	2.1281	.0349	.0571	1.5329
Work Opportunities	.7740	.1047	7.3912	.0000	.5672	.9809
Years in Service	.0167	.0255	.6538	.5142	-.0337	.0670
Int_1	-.0047	.0071	-.6666	.5060	-.0187	.0093
Model Summary						
R	R-sq	MSE	F	df1	df2	p
.7273	.5290	.0847	58.3993	3.0000	156.0000	.0000

Hierarchical Needs Status and Work Opportunities towards Organizational Commitment of Elementary School Teachers

The positive association between work opportunities and organizational commitment among teachers suggests that perceived career advancement prospects play a crucial role in fostering commitment within educational settings. Teachers who perceive greater opportunities for growth and development within their organization are more likely to demonstrate higher levels of commitment. Conversely, the lack of a significant relationship between years in service and organizational commitment indicates that tenure alone may not be a determining factor in teachers' dedication to their roles. This finding challenges the traditional assumption that longer-serving teachers inherently exhibit higher commitment levels solely due to their tenure.

Furthermore, the absence of an interaction effect between work opportunities and years in service suggests that tenure does not moderate the relationship between perceived career prospects and organizational commitment among teachers. This implies that regardless of tenure, the impact of perceived work opportunities on organizational commitment remains consistent. Understanding these dynamics can inform organizational strategies aimed at enhancing teacher commitment by emphasizing the importance of providing meaningful career development opportunities alongside tenure-based considerations. By prioritizing avenues for growth and advancement, educational institutions can foster a more engaged and committed teaching workforce.

The length of an employee's employment with a certain company has little bearing on their work opportunities or organizational commitment. Higher levels of commitment seem more effective when there are more opportunities for growth and development within the company. Natarajan, Nagar (2011) found in their study that as an employee works longer, they solve problems and get more acclimated to the company, which leads to higher levels of job satisfaction. This study demonstrated that accumulating expertise from a certain position has a greater impact on job satisfaction when it comes to the relationship between organizational identity and job happiness than being more integrated within the organization.

Bennett, et al. (2013) found that teachers, regardless of experience level, were happy about instructing. Skilled educators ascribed their continued employment to personal as well as spiritual elements. They declared that they enjoyed molding children's features and that their purpose was to keep the job going. Furthermore, educators who resigned from their positions outlined the causes as follows: excessive workload, state and compliance with standards, inadequate time to set apart for the kids. The study indicated that both inexperienced and teachers believed that providing for children's needs and receiving management assistance are crucial to continuing in the field of work.

Even after years of employment, teachers were still found to be content with their work. It is also stated that for freshly hired teachers to remain employed by the company, they must complete the necessary training.

CONCLUSION AND RECOMMENDATION

The hierarchical needs status of the selected teaching personnel of Sariaya West District is on a very high level. The perception towards work opportunities of the selected teaching personnel of Sariaya West District is observed. The level of organizational commitment in terms of fringe benefits, working condition, achievement and accountability is very high.

Further, this study found is a positive significant relationship between hierarchical needs status of teachers and organizational commitment. Also, a positive significant relationship between work opportunities and organizational commitment was determined in this study. Age and years in service do not significantly moderate the relationship between hierarchical needs status and organizational commitment of teachers. Age and years in service do not significantly moderate the relationship between work opportunities and organizational commitment of teachers.

In the light of the findings and conclusions of the study, the following recommendations are offered:

1. Teachers may have their hierarchical requirements met, provide strong work opportunities, performance rewards and strengthen engagement by highlighting the significance of offering chances for meaningful career growth in addition to tenure-based factors to improve their overall commitment.
2. School managers may assist in reducing the workloads of teachers and tailoring assignments to their expertise in order to improve a healthy and sustainable work environment.
3. Stakeholders may build healthy relationship with teachers and provide support to have a positive work environment.
4. Future researchers may conduct similar study to look for additional factors on what motivates teachers to stick with their jobs and the organizations.

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