Work Commitment, Human Resources Management Practices, and School Climate: A Causal Model on Job Satisfaction of Teachers

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Abstract

This study investigates the relationship between work commitment, human resources management practices, and school climate to job satisfaction among teachers. This research employs a quantitative, non-experimental, descriptive- causal design, utilizing the structural equation modeling (SEM) technique to create the best-fit model. Data was collected from a survey using an adapted and standardized questionnaire from 400 teachers selected randomly from religious higher education institutions in the Davao Region, Philippines. To determine the significance of the relationship between the exogenous and the endogenous variable, statistical tools were used for data analysis, including mean, standard deviation, Pearson product-moment correlation, linear regression, and SEM. Based on the findings, the levels of work commitment, school climate, and job satisfaction among teachers are very high, while the level of human resources management practices is high, with a significant relationship among these variables, confirming that all exogenous variables significantly influence job satisfaction of teachers; thus, the null hypotheses were rejected. Additionally, the three exogenous variables significantly influence job satisfaction, with school climate having the most significant influence. Model 3 was identified as the best fit among the three generated models. Finally, based on the result, it can be assumed that the job satisfaction of teachers in religious HEIs in the Davao Region was best anchored in commitment to students and commitment to school, career growth opportunities, performance appraisal, training and development, recruitment and selection; and structural organization, environmental adequacy, professional development, teaching and learning, leadership, socio-emotional safety, and physical safety. Finally, the study provides valuable insights for formulating well-informed policies, programs, and practices to enhance teachers' job satisfaction.

Keywords: educational management; job satisfaction; work commitment; human resources management practices; school climate; religious higher education institutions; structural equation model; mediating effect; religious HEIs teachers; Philippines; **SDG #4:** Quality Education

1. Introduction

Teacher job satisfaction has declined rapidly in recent years. According to a survey by the Pew Research Center in the United States, only one-third of teachers are extremely or very satisfied with their overall job.

About 48% say they are somewhat satisfied, while 18% say they are not very satisfied (Lin et al., 2024). Experts caution that dissatisfied teachers can lead to several adverse outcomes for educators and educational systems. Teacher job dissatisfaction poses significant risks to educators, students, and the educational system. Dissatisfied teachers are more likely to leave teaching, which leads to higher turnover rates, thus disrupting student learning (Nguyen & Kremer, 2022). On the other hand, Gillani et al. (2022) highlighted the idea that widespread dissatisfaction among teachers resulted in a toxic school environment that, in turn, affects collaborations, diminishes morale, and undermines the overall effectiveness of educational institutions. When teachers are unhappy with their jobs, it negatively impacts the quality of their teaching and education, resulting in decreased student achievement (Mizan, 2025).

Job satisfaction plays a crucial role in fostering organizational commitment among employees, making it a key factor in the organization's continuity and survival (Velde, 2021). Vuong et al. (2021) emphasize that satisfied employees exhibit unwavering support for the organization, even during challenging times. From the employer's standpoint, fostering happiness among employees is a crucial element in maximizing their productivity. Satisfied workers tend to make greater contributions to the business, playing a role in reducing turnover and facilitating the company's expansion (Goswami, 2022).

Employees' commitment to work and organization largely depends on job satisfaction. Commitment can have many positive consequences, such as having more order in their work, staying longer in organizations, and working harder. Meanwhile, the lack or low levels of employee commitment have detrimental effects on individuals and organizations, including turnover, absenteeism, tardiness, reluctance to remain in the organization, diminished employee morale, and decreased effectiveness (Velde, 2021a). In the education sector, job satisfaction plays a crucial role in shaping overall commitment and enhancing the productivity of the school organization (Ballarta & Roberto, 2020).

Meanwhile, human resource management (HRM) represents a philosophy on how individuals should be managed, focusing on enhancing organizational effectiveness through people and ensuring employees are treated ethically (Grigoraș et al. (2023). In academic institutions, HRM practices significantly affect the organizations' satisfaction, productivity, and performance. It encompasses various systems and procedures in the organization that are designed to optimize employees' performance, increase job satisfaction, and enhance competitiveness (Chen & Tamayo, 2024).

On the other hand, the school climate molds the interactions among various stakeholders within the educational community, encompassing students, teachers, administrators, other school staff, and parents. This shaping process establishes the school's objectives, standards, and values. The educational and social functions of the school are actualized through the framework of these established goals, values, and norms. This acknowledgment of social functions alongside educational functions emphasizes that a school is more than just an academic institution (Turker, 2021). Several empirical studies have affirmed favorable direct and interactive relationships between teacher job satisfaction and school climate-related elements. For instance, teachers' collaboration has positively impacted students' mathematics, reading growth, and overall learning outcomes (Banerjee et al., 2016, as cited in Zakariya, 2020).

Job satisfaction has become a significant subject for every organization in various industries, and many organizations or superiors want to know whether their workers or subordinates are content with their jobs (Hee et al., 2020). According to Bhuvaneswari (2021), it is a complex and comprehensive concept that can mean different things to different people. It is a greater amount of a disposition in the inside state. It may be related to an individual sensation of accomplishment, either subjective or quantitative. Additionally, job satisfaction is pivotal in influencing organizational commitment, fostering heightened enthusiasm among employees to pursue organizational objectives (Silitonga et al., 2020). Nafe and Nezakati (2023) opined that job satisfaction is one of the essential factors within an organization because it directly affects employees, performance, productivity, and turnover.

Considering the above context, the researcher proposed a study with the three exogenous variables for job satisfaction: work commitment, HRM practices, and school climate. As teachers' satisfaction and motivation are essential for both their performance and the success of a higher education institution (Khan et al., 2021), studying this aspect is important as teachers' job satisfaction can significantly enhance the quality of education and training services provided to students (Ertürk, 2022). Bui (2019) also highlighted that satisfied teachers are more likely to deliver effective and efficient services. Therefore, a thorough understanding and proper assessment of faculty job satisfaction are critical for the success of a university.

The first exogenous variable is work commitment. It employs the Teacher Commitment Scale questionnaire by Thien et al. (2014) that measure the following areas: commitment to school, commitment to students, commitment to teaching, and commitment to the profession. Commitment is typically understood through affective, normative, and continuance commitment, as proposed by Moraal et al. (2024). Employees' commitment to their work and organization largely depends on their job satisfaction as it enhances the productivity of the school organization (Ballarta & Roberto, 2020).

In the education sector, committed teachers play a crucial role in upholding the quality and consistency of education, positively impacting students' learning outcomes (Meyer et al., 2019). Educators who exhibited a lack of dedication to teaching eventually exited the field (Humphries, 2020; Peng, Liu, & Peng, 2023). Teachers with a strong commitment to their profession typically don't leave their jobs early and aim to stay within the educational sector. This commitment to teaching also plays a significant role in influencing the intentions of prospective educators to join the profession (Moses et al., 2019), as well as impacting the job satisfaction and retention rates of practicing teachers (Da'as et al., 2020).

The second exogenous variable involves HRM practices that promote employee engagement, with their performance evaluated based on factors like procurement (recruitment and selection) practices, training and development, performance management systems, compensation management policies, career growth opportunities, and welfare practices within the organization (Chahar & Hatwal, 2018).

There is widespread consensus that Human Resources Management practices are aimed at enhancing the workplace and providing employees with essential resources to manage job demands. This, in turn, fosters a more positive work environment, promotes learning and development, and ultimately enhances employee job satisfaction. Consequently, HR practices should align with the goals of employers, employees, and customers. To ensure customer satisfaction and business productivity, organizations should prioritize empowering their employees and safeguarding their well-being, as Di Fabio and Kenny (2019) emphasized.

Additionally, in the context of the job demands-resources model, Human Resource Practices (HRM) practices are viewed as crucial resources that can assist individuals within organizations in effectively managing work demands. It is expected to contribute to their overall job satisfaction (Ingusci, 2023). Al Kurdi et al. (2021) indicate a positive correlation between Human Resource Management (HRM) practices and employee job satisfaction.

The third exogenous variable is school climate. This study adopted a school climate measurement model conceptualized by Wang and Degol (2016), cited in Sudla (2020), and developed a current scale. It includes characteristics or personalities of the school that occur from the environment, norms, values, structures, and also the social system formed by a relationship of people within the school (Sudla, 2020). The measurement model uses four indicators, namely safety, academic, community, and institutional environment.

School environment is critical in determining teachers' overall satisfaction with their school and teaching profession (Admiraal, 2023). Prior findings outlined factors that influence teachers' satisfaction in the school setting, including professional qualifications, working conditions (Soe & Alegado, 2024), collaboration processes, and relationships between students and teachers (Soe & Alegado, 2024; Wang et al., 2020). According to Kaya and Selvitopu (2019), the school climate and its components have a considerable

influence on teachers' instructional practices, classroom management, instructional quality, commitment to the profession, emotional states, and job satisfaction. And in order to create a conducive organizational climate and increase teachers' job satisfaction, leaders should provide teachers with a comfortable workplace, treat teachers well, and not discriminate against one another (Sahyunu et al., 2023).

Moreover, the endogenous variable of this study is job satisfaction. The indicators of job satisfaction used in this study are the following: security (salary, benefits, rewards performance, recognition, and promotion), work environment (policies, organizational structures, physical, and emotional), job responsibilities (duties, morals, and ethics), and community attachments/linkages which has something to do with the items on respondents' feeling towards their community relationship and attachments (Romero & Bantigue, 2017).

Job satisfaction is a significant subject for every organization in various industries. Many organizations or superiors want to know whether their workers or subordinates are content with their jobs (Hee et al., 2020). According to Huang (2019), job satisfaction combines feelings, beliefs, and behavioral intentions that workers hold about their current job (Huang, 2019), while Grigoras (2023) stated that it is an individual's overall level of contentment and happiness with their job and is an enjoyable affirmative condition arising out of one's work and work environment (Anwar & Abdullah, 2021). Within the education sector, the level of competitiveness is gauged by the contentment and satisfaction of individuals in their professions, as well as their level of "engagement" and commitment to their roles (Khan et al., 2021). According to Ainley and Carstens (2018), as cited in Zakariya (2020), teacher job satisfaction can be understood as "the sense of fulfillment and gratification that teachers experience through their work as a teacher." The effectiveness of education depends on retaining teachers.

On the other hand, numerous researchers in higher education have identified the factors influencing job satisfaction among academics. Elements tied to the academic work environment, such as the university atmosphere, school management, relationships with colleagues, and evaluations, play a substantial role in determining the job satisfaction levels of university professors (Hee et al., 2020; Yoon, 2020). Some scholars propose that dissatisfaction with salaries or fringe benefits may be a factor (Hee et al., 2020). Furthermore, Ghasemy et al. (2021) emphasize the importance of considering both workload and autonomy to impact job satisfaction positively. Ismayilova and Klassen (2019) found that teaching self- efficacy emerged as the most influential predictor of job satisfaction among the various factors they investigated. Uwannah et al. (2022), exploring multiple predictors, reported that workload was the predominant predictor of job satisfaction among female employees. Additionally, factors like job autonomy, skill variety, and role conflict have notable effects on faculty job satisfaction, organizational commitment, and trust (Ababneh & Hackett, 2019).

CONCEPTUAL FRAMEWORK

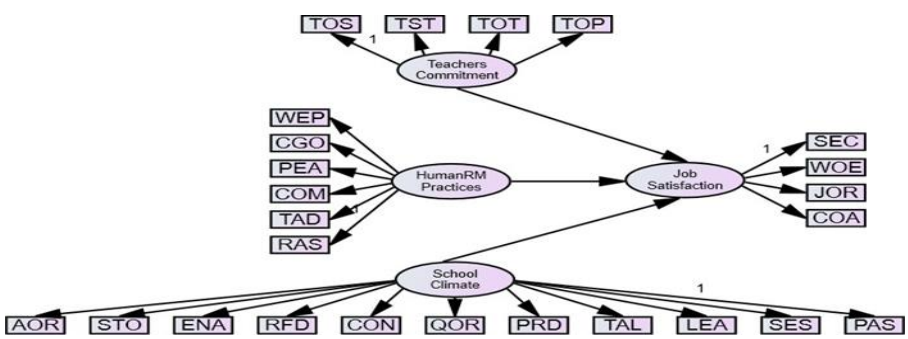

Figure 1: Hypothesized Model on the Direct Causal Relationship of Commitment, Human Resources Practices, and School Climate to Job Satisfaction

Legend:

Teachers' Commitment	*TAD- Training&Development*	*TAL – Teaching &Learning*
TOS- Commitment to School	*RAS- Recruitment&Selection*	*LEA- Leadership*
TST – Commitment to Students	***School Climate***	*SES – Socio-emotional Safety*
TOT- Commitment to Teaching	*AOR-Availability of Resources*	*PAS – Physical Safety*
TOP- Commitment to Profession	*STO-Structural Organization*	***Job Satisfaction***
HumanRMPractice	*ENA- Environmental Adequacy*	*SEC - Security*
WEP- Welfare Practices	*RFD – Respect for Diversity*	*WOE – Work Environment*
CGO- Career Growth Opportunity	*CON – Connectedness*	*JOR -Job Responsibility*
PEA – Performance Appraisal	*QOR – Quality of Relationships*	*COA- Community Attachments/ Linkages*
COM – Compensation	*PRD – Professional Development*	

Figure 1 shows the study's conceptual framework, which shows the four alternative models of this study. Additionally, it illustrates the relationship between commitment, HRM practices, and school climate to job satisfaction. The single-headed arrow illustrates this point from the three exogenous (work commitment, human resources management practices, and school climate) towards the endogenous variable (job satisfaction).

Several theories have explained and analyzed the phenomenon of job satisfaction. Serving as the theoretical grounding of this study is Herzberg's Two- Factor Theory. The theory discusses the relationship between motivation and retention. Herzberg (1964) posits that job satisfaction consists of motivators and hygiene factors. Specifically, in the education sector, the motivators include achievement, responsibility, recognition, the nature of the work, and opportunities for advancement. These contribute to satisfaction by addressing an individual's need for personal growth and significance. Hygiene factors that may lead to dissatisfaction when lacking or poorly managed include company policies, supervision, salary, interpersonal relationships, and working conditions, which do not pertain directly to the job but exist in the surrounding environment. Applying this theory to this study facilitates understanding how these primary factors either enhance employee satisfaction or contribute to dissatisfaction.

Meanwhile, Maslow's Hierarchy of Human Needs (1943) is another theory to support this study because it offers a realistic and comprehensive understanding of the motivational factors that drive employees toward job satisfaction (Woolridge, 1995). This theory emphasizes that employees must fulfill their essential and crucial level—before progressing to higher levels of the pyramid (Martin & Joomis, 2007). In education, this theory relates to teachers' job satisfaction because this is primarily rooted in fulfilling higher-order needs, such as positive relationships, rather than lower-order needs, like financial incentives (Pepe et al., 2017, as cited in Cirocki, 2023). This theory aligns with Herzberg's Two Factor Theory as both theories emphasize that true motivators come from intrinsic satisfaction and not just from external rewards.

Meanwhile, Edwin A. Locke's Range of Affect Theory (1976) suggests that satisfaction depends on the extent to which a job meets a person's values and expectations. Job satisfaction depends on the gap between what an individual wants and receives from that job (Locke, 1976). This theory also suggests that when a worker values a particular job facet highly, an excess of that facet can lead to stronger feelings of dissatisfaction (Swarnalatha & Prassana, 2012). This theory aligns with Herzberg's Two Two-Factor theory because both emphasize that intrinsic rewards like achievement and recognition influence satisfaction. At the same time, extrinsic factors like salary and company policies can prevent dissatisfaction.

Finally, the connection between Vroom's Expectancy Theory of motivation (1964) and job satisfaction supports this study. Expectancy theory is based on key assumptions that individuals join organizations with pre-existing expectations shaped by their needs, motivations, and past experiences. Moreover, people in the organization usually seek different rewards such as competitive pay, job security, opportunities for advancement, or challenging work. Finally, people make choices among the alternatives they

have from the organization to maximize personal benefits and outcomes (Lunenburg, 2011). As Jordan and Oliva (2022) explored, employees' perceptions and values regarding their workplace, environmental attributes, work conditions, and organizational practices are crucial. When these factors are aligned with employees' expectations, they are more likely to remain in the organization; if unmet, employees may experience dissatisfaction (Diefendorff & Seaton, 2015, as cited in Jordan & Oliva (2022). These theories connect because they highlight the need for intrinsic factors to lead to satisfaction.

While existing literature has provided valuable insights into teachers' job satisfaction and its contributing factors, the majority focuses on teachers in other sectors, thus leaving a gap in understanding job satisfaction among teachers in religious higher education institutions that constitute the majority of private schools in the country. The connection between work commitment, human resources management practices, school climate, and job satisfaction in religious HEIs, particularly in the Davao Region, remains underexplored.

Recent surveys highlight a continuous decline in teachers' job satisfaction, leading to an alarming attrition rate, and has become the center of attention of OECD countries (Organization for Economic Co-operation and Development [OECD], 2019). Studies comparing job satisfaction levels have shown that private school teachers report lower than public schools (Gonzales, 2021; Compasivo & Falcunaya, 2020), thus posing a challenge to the migration of private school teachers (Sumipo, 2020). According to Braid (2024), the continuing exodus of teachers to greener pastures in the country is causing another worrisome trend. As existing literature focuses on job satisfaction in other sectors using one or two variables, this study will address the existing gaps in research by considering work commitment, HRM practices, and school climate and its relationship to job satisfaction. Notably, this study distinguishes itself by encompassing four variables and employing Structural Equation Modeling (SEM). Finally, this study could provide valuable insights and a model for job satisfaction, making a meaningful contribution to the advancement of knowledge in the field.

The urgency of this study arises from the global issue of teacher attrition and shortages, which impact education worldwide, including the Philippine education system. This study is also crucial because there is a need to understand what motivates teachers and makes them committed, especially in the context of private schools. School administrators need this data to foster a supportive environment for teachers, increasing job satisfaction, improving retention rates, and ultimately enhancing the overall quality of education.

The main purpose of the study is to determine the best-fit model for job satisfaction in the context of work commitment, HRM practices, and school climate. Specifically, this study has the following objectives: to describe the level of work commitment, human resources management practices, school climate, and job satisfaction of teachers in religious higher education institutions in the Davao Region; to ascertain the level of relationship between work commitment, human resources management practices, school climate and job satisfaction of teachers; and to determine the influence of exogenous variables to job satisfaction of teachers. Finally, to determine the best-fit model for teachers' job satisfaction in religious higher education institutions in the Davao Region.

The following null hypotheses were tested at a 0.05 level of significance: there is no significant relationship between work commitment, HRM practices, school climate, and job satisfaction among teachers in religious higher education institutions in Davao Region; there is no significant influence of work commitment, HRM practices, school climate and job satisfaction among teachers in religious higher education institutions in the Davao Region and there is no best-fit model of job satisfaction in relation to work commitment, HRM practices, school climate, and job satisfaction of teachers in religious higher education institutions in the Davao Region.

This study, exploring the relationships between work commitment, human resources management practices, and school climate on job satisfaction of teachers, holds considerable global significance as it

directly contributes to the United Nations Sustainable Development Goal (SDG) 4, which emphasizes inclusive and equitable quality education and promote lifelong learning opportunities for all. By identifying factors that affect the satisfaction of teachers and offering insights on how to lessen dissatisfaction, this research can help address the importance of teacher quality by referring to the supply of qualified teachers and the problem of attrition, which is from bad working conditions or other disincentives (United Nations SGD, 2024). Socially, job satisfaction is of global significance because it is crucial to educational systems. When teachers are dissatisfied, it affects the quality of teaching and learning of students, ultimately impacting the standard of education and leading to the development of a less capable citizenry. Finally, data from this study can assist in understanding and addressing the longstanding challenges of making the teaching profession attractive, retaining highly competent teachers, and prioritizing teacher satisfaction to improve the quality of education.

Moreover, studying teachers' job satisfaction can significantly and directly impact participants' well-being, performance, and professional growth. The results of this study will help administrators understand their current needs, enabling them to create effective strategies for maintaining and supporting them as teachers. Furthermore, the findings may prompt their institution to reevaluate its existing retention programs and inspire new approaches to safeguarding the welfare of educators and academic institutions' welfare. The results can also challenge decision-makers to address the concerns of teaching personnel with well-informed solutions. Finally, the results of this research may serve as a blueprint for future studies on the same field in different regions of the Philippines. Additionally, researchers can find value in this study as it offers pertinent literature to explore additional factors influencing job satisfaction among teachers, particularly those in religious higher education institutions.

2. Method

This section presents a systematic description of how the research processes were carried out and discusses all the information on the procedures for data collection. The discussions were explicitly narrowed to research respondents, materials and instruments, design and procedures, data analysis, and ethical considerations adhered to during the study.

Research Respondents

The respondents of the study are taken from full-time teachers of religious higher education institutions (HEIs) of the Davao Region that are members of Davao Association of Catholic Schools, Inc. (DACS): Catholic Educational Association of the Philippines – Region XI (CEAP-XI). The researcher utilizes an online Raosoft calculator to determine the sample size. This online calculator is widely used in social science research due to its user-friendly nature, as demonstrated by its frequent application in various studies. (Nakku et al., 2020; Amzat et al., 2017; Othman & Nasrudin, 2016). Providing a confidence level of 95%, with a margin of error of five percent (Abdulsalim et al., 2023; Chin &Tham, 2020; Albassam et al., 2018) indicated the need to approach 381 responses in this study. To address any redundancy, a total of 400 responses were collected.

The samples were selected through stratified random sampling. Stratified random sampling is a technique where the population is first divided into smaller groups called strata based on their shared characteristics. Then, individuals are randomly chosen from each group or strata (Simkus, 2023; Bhardwaj, 2019). Furthermore, this sampling technique ensures that every individual in the target population has an equal opportunity to be selected, ensuring fairness and accurate representation (Mweshi & Sakyi, 2020). The sampling focused on Region XI, the Davao Region, which comprises five provinces: Davao del Sur, Davao del Norte, Davao Oriental, Davao de Oro, and Davao Occidental.

The participants of the study are full-time faculty members from the college departments of the designated Higher Education Institutions (HEIs) who hold regular employment status and have served for a minimum of three years at their current institution. The study excluded teachers with probationary and part-time status, regardless of the number of years they spent at the institution, as well as those newly hired faculty members as potential participants. This study does not consider faculty members with administrative roles, such as Academic Vice Presidents, Deans, Department Chairs, and similar positions. Participants were selected with the assistance of the Human Resource Management Office, which oversees the institution's human resources. If selected respondents experience discomfort or reservations about their involvement, they can withdraw from the study. Declining to participate can be communicated verbally through the institution's HRMO, and a replacement is surveyed to maintain the sample size. Respondents who choose to withdraw face no monetary penalties and are not required to provide a written explanation.

Materials and Instrument

The researcher employs four adopted and modified questionnaires for data collection from participants. The first questionnaire, titled "Teacher Commitment," sourced from Thien, Razak, & Ramayah (2014), comprises 13 items across four indicators: Commitment to Teaching, Commitment to Students, Commitment to School, and Commitment to Profession. The second questionnaire, "Human Resources Management Practices," from Chahar (2018), encompasses 25 items from six indicators: Recruitment & Selection, Training and Development, Compensation, Performance Appraisal, Career Growth Opportunity, and Welfare Practices.

The third questionnaire, "School Climate," from Sudla (2020), consists of 34 items from four indicators: Safety, Academic Environment, Community Environment, and Institutional Environment. The fourth questionnaire measures the job satisfaction level of teachers, sourced from Romero & Bantigue (2017). It includes 40 items from four indicators of job satisfaction in terms of Security (Salary, Benefits, Performance Rewards, Recognition, Promotion), Work Environment (Policies, Organizational Structures, Physical, Emotional), Job Responsibilities (Duties, Morals & Ethics), and Community Attachments/Linkages.

This study used the five-point Likert scale for the respondents to manifest their degree of agreement and disagreement with the statements (Taherdoost, 2019). Using the identified indicators, the questionnaire centered on commitment, HRM practices, school climate, and job satisfaction. Moreover, analyses of the responses were categorized into five levels to evaluate the scoring guide for endogenous and exogenous latent variables. The scale is as follows: 4.20- 5.00, which means very high with a verbal interpretation of being always manifested; 3.40-4.19, which means high with a verbal interpretation of being often manifested; 2.60-3.39, which means moderate with a verbal interpretation of the variable of being sometimes manifested; 1.80-2.59 which means low with a verbal interpretation of being seldom manifested; and 1.00-1.79 which means very low with a verbal interpretation of being almost never manifested.

Experts' opinions ensure the validity of this questionnaire. Five (5) experts in the relevant field are consulted to validate the instrument. With an average validation rating of 4.26, interpreted as excellent, the questionnaire is revised and accepted. Following the validation process, pilot testing was conducted on 30 non-actual respondents, yielding a reliable Cronbach's Alpha score. This research uses the Cronbach Alpha reliability test (Laerd Statistics, 2018). The reliability alpha coefficients of .798 for commitment, .947 for human resources management practices, .941 for school climate, and .973 for school climate revealed that all items in each variable in the questionnaire showed a relatively high value and were accepted. Cronbach's alpha was computed to be .9147, indicating that the instruments are dependable. The closer Cronbach's alpha coefficient is to 1.0, the more internally consistent the scale's components are (Adeniran, 2019).

Design and Procedure

This research employed a quantitative, non-experimental, descriptive-causal research design,

utilizing the structural equation modeling technique to create the best-fit model. Quantitative research design is used because it provides a high level of accuracy and objectivity (Zyoud et al., 2024) and can "enhance the reliability of the findings by reducing subjectivity and bias through standardized procedures and numerical instruments" (Carmines & Zeller, 1979). Additionally, this is a non-experimental research design since the researcher made no manipulation in the study, and it focuses on a statistical relationship between variables, random assignment of participants to conditions or orders of conditions, or both. Furthermore, it employed a descriptive-causal research design because descriptive research provides a more thorough approach that can capture many different aspects of phenomena, facilitating a holistic understanding (Aggarwal & Ranganathan, 2019), while causal design to identify the degree and nature of cause-and-effect relationships of the variables in the study (Zikmund et al., 2012).

Meanwhile, this study also utilizes the structural equation modeling (SEM) technique to create the best-fit model. This technique is a "powerful, multivariate technique found increasingly in scientific investigations to test and evaluate multivariate causal relationships" (Fan et al., 2016b). This measurement model elucidates the connection between observed variables (such as instruments) and unobserved variables, linking the instruments used to the constructs they are intended to measure (Byrne, 2016; Weston & Gore, 2006). The best-fit model of job satisfaction in this study was determined by the Values Related to Goodness of Fit Indices of the Scale outlined by Hooper et al., 2008, where *F*it indices and their acceptable thresholds are CMIN/DF=<2, GFI=>0.95, NFI=>0.95, TLI=>0.95, CFI=>0.95. Moreover, the RMSEA and PCLOSE values are supported by MacCallum et al. (1996), indicating 0.01, 0.05, and 0.08 as excellent, good, and mediocre fit, respectively, and a P-Close that is greater than 0.05.

The researcher followed a rigorous and procedural framework throughout the study. Following the University of Mindanao's protocol, the Office of the Dean of the Professional Schools validated and approved the questionnaires before the study proceeded. Upon approval, the researcher drafted a letter requesting permission from the different School Heads to conduct the study. After completing the required processes, the researcher was given an endorsement letter allowing him to administer the questionnaires to the respondents. The assistance of the schools' Human Resources Management Offices and Research Offices was sought to identify potential respondents from whom consent for referral and informed consent was subsequently obtained. Following this, the researcher wrote another letter for the respondents to participate in the study. Appended to the letter was a hard copy of the survey questionnaire and the Informed Consent Form signed by each respondent. The data collection for the study started in May 2024 and commenced in September 2024.

To determine the significance of the relationship between the exogenous and endogenous variables, Pearson-r was used. In addition, linear regression was applied to determine the predictors of the dependent variable given the list of independent variables. Structural equation modeling was employed to test and evaluate multivariate causal relationships. It was utilized in this study to build a causal model that best-fit job satisfaction and to assess the interrelationships within the hypothesized models.

During the study, the researcher adhered to rigorous ethical standards in maintaining privacy, guaranteeing anonymity, and ensuring confidentiality in accordance with the protocol assessments and criteria established by the University of Mindanao Ethics Review Committee (UMERC), certified under UMERC-2024-221, as well as the ethical guidelines of the research ethics offices of the various research locales throughout the entire research process. Strict ethical standards and procedures were observed, including those from DOST-PHREB, CMO 15, s. 2019 and the Philippine Data Privacy Act of 2012 to protect participants' rights and the privacy and confidentiality of the data. Validated and standardized survey questionnaires were administered after permission, and the Consent for Referral and Informed Consent Forms were secured. Academic integrity was upheld through plagiarism detection tools (Turnitin and Grammarly), ensuring originality and credibility. Findings were presented to a public forum and published in a journal, and copies were printed for dissemination.

Additionally, the researcher solely finances the study; therefore, it is free from conflicts of interest. Authorship was retained by the researcher and the adviser as co-authors. To protect the confidentiality of the data, hard copies of research documents were stored securely in a storage box, while computer-based documents were password-protected and accessible only to the researcher. Finally, any reporting of selection data will be de-identified, ensuring that individual participants cannot be traced back through the reported information. Subsequently, digital copies were deleted, and hard copies were shredded.

3. Results and Discussion

This section contains a summary of the findings of the study based on the results gathered from the data. Data collected and analysed on work commitment, human resources management, school climate, and job satisfaction are presented and discussed.

3.1. Work Commitment

Presented in Table 1 is the level of teachers' commitment among religious higher education institutions measured by commitment to school, commitment to students, commitment to teaching, and commitment to the profession. It is described as very high, given the overall mean of 4.32 and a standard deviation of 0.48. Furthermore, it was found that among four indicators, *commitment to students* achieved the highest mean of 4.56 or very high and a standard deviation of 0.54. In contrast, *commitment to profession* obtained the lowest mean of 4.16 or high and a standard deviation of 0.68.

Table 1: Level of Commitment

Indicators	**SD**	**Mean**	**Descriptive Level**
Commitment to School	0.55	4.35	Very High
Commitment to Students	0.54	4.55	Very High
Commitment to Teaching	0.63	4.20	Very High
Commitment to Profession	0.68	4.16	High
Overall	**0.48**	**4.32**	**Very High**

The result implies that commitment is always manifested or observed among teachers from religious HEIs in the Davao Region. The very high level of teachers' perception of commitment relates to their strong contentment to school, students, teaching, and the profession. Moreover, it was revealed in this study that teachers' level of perception is high when it comes to the statements *I stay awake at night thinking ahead the next day, If I could get a job that is different from being a teacher and paying the same amount, I would not take it,* and *If I could do it again, I would choose to work in the teaching profession.* This suggests that certain aspects of work commitment, particularly toward teaching and the profession, maybe dissatisfying and require improvement.

The result of this study is similar to Meriç and Erdem's (2020) study, whose results showed that teachers have a very high commitment to both their job and their students but not devotion to work. Additionally, the study of Mainali et al. (2023), where teachers expressed passion about teaching their lessons every day, planned to stay in the profession for years, and are generally very satisfied with their profession and job as teachers, confirms the result of this study. Similarly, the high commitment of teachers in terms of their

profession aligns with the OECD's (2019) study, which stated that teachers' professional satisfaction relates to their decision to become a teacher. Thus, this current study not only corroborates with these earlier findings but also provides additional evidence that could be instrumental in guiding educational policymakers in developing programs and practices that focus on elevating the level of teachers' commitment.

3.2. Human Resources Management Practices

Table 2 illustrates the level of human resources management practices described in the six indicators. The overall mean score of 4.11 was obtained, which was described as high and with a standard deviation of 0.58. This means that the level of human resources management practices is often manifested or observed among teachers of religious higher education institutions in the Davao Region. Furthermore, it was found that among the indicators, training and development had the highest mean of 4.24 (very high) and a standard deviation of *0.65. At the same time, the aspect of* compensation *got the lowest mean of 3.95 (high) and a standard deviation of 0.76.*

Table 2: Level of Human Resource Management Practices

Indicators	**SD**	**Mean**	**Descriptive Level**
Recruitment and Selection	0.66	4.16	High
Training and Development	0.65	4.24	Very High
Compensation	0.76	3.95	High
Performance Appraisal	0.70	4.13	High
Career Growth Opportunity	0.71	4.03	High
Welfare Practices	0.65	4.16	High
Overall	**0.58**	**4.11**	**High**

These findings reflect the HRM practices of each of the institutions surveyed. It shows teachers' positive perceptions of HRM practices in their institutions, particularly in training and development, but expressed lesser contentment in the aspect of *compensation*, as it gets the lowest among all indicators. For leaders, it is necessary to revisit the existing compensation practices and advocate for giving their teachers competitive salary scales and other fringe benefits.

This study corroborates Ramada's (2020) findings that faculty members surveyed positively perceive human resource management practices, particularly in key areas of realistic job information, job analysis, work-family balance, career development, compensation and recognition, and supervisor support. Similarly, Mondejar and Asio (2022) revealed the same discoveries, adding the aspects of relationships with coworkers, working conditions, job responsibilities, opportunities for advancement, and job security. These findings not only reinforce the results of this study but also serve as empirical data that could be used in developing policies and programs that can guide school heads and HRM Offices to support their teaching workforce.

3.3. School Climate

Presented in Table 3 is the level of school climate as described in terms of the 11 identified

indicators. Based on the results, the overall mean of 4.34 was obtained, which was described as very high, with a standard deviation of 0.46. This result shows that the level of teachers' perception in terms of school climate in religious HEIs is always manifested or observed as a homogenous response. Furthermore, the study observed that the mean value for the indicator *environmental adequacy* is the highest among other indicators, with a mean of 4.53 or very high and a standard deviation of 0.55, while *socio-emotional safety* obtained the lowest mean of 4.12 (high) and a standard deviation of 0.72.

The results reflected in the table indicate that teachers in religious HEIs perceived their school climate as very positive. It implies that teachers are satisfied with the institutional climate or atmosphere and suggests that their work environment meets their needs. Meanwhile, despite teachers' overall positive perceptions toward school climate, they also express a lower level of perception in some aspects, which include physical and socio-emotional safety, professional development, quality of relationships, and structural organization. These findings urge school leaders to evaluate all aspects of their institution's work environment, ensuring a safe and positive school climate for all personnel.

Table 3: Level of School Climate

Indicators	**SD**	**Mean**	**Descriptive Level**
Physical Safety	0.64	4.28	Very High
Social-Emotional Safety	0.72	4.12	High
Leadership	0.58	4.36	Very High
Teaching and Learning	0.58	4.40	Very High
Professional Development	0.67	4.32	Very High
Quality of Relationships	0.61	4.26	Very High
Connectedness	0.59	4.39	Very High
Respect for Diversity	0.56	4.44	Very High
Environmental Adequacy	0.55	4.53	Very High
Structural Organization	0.62	4.29	Very High
Availability of Resources	0.58	4.36	Very High
Overall	**0.46**	**4.34**	**Very High**

The findings of this study are supported by several researchers who revealed a very high level of perception towards school climate and job satisfaction. Admiraal (2023) emphasizes that the school environment is critical in determining teachers' overall satisfaction with their school and teaching profession. Accordingly, factors that influence teachers' satisfaction in the school setting include professional qualifications, working conditions, collaboration processes, and relationships between students and teachers (Soe & Alegado, 2024), as also reflected in this study. This result revealed that school climate predicts and directly affects teachers' job satisfaction and mediates the relationship between school climate and job satisfaction. These findings have implications for teachers since working in a positive school climate is crucial to satisfaction in the teaching profession.

3.4. Job Satisfaction

Reflected in Table 4 is the level of job satisfaction as described in terms of the four indicators of job

satisfaction. The overall mean of 4.22 was obtained, which is defined as very high, and a standard deviation of 0.43. This means teachers in religious HEIs surveyed are very satisfied with their jobs. Moreover, it was found that *community attachments/linkages* achieved the highest mean of 4.30 or very high, and a standard deviation of 0.58, while *security*, with a weighted mean of 4.05 or high and a standard deviation of 0.72, obtained the lowest mean among the indicators of job satisfaction.

Table 4: Level of Job Satisfaction

Indicators	SD	Mean	Descriptive Level
Security	0.72	4.05	High
Work Environment	0.58	4.26	Very High
Job Responsibilities	0.60	4.28	Very High
Community Attachments/Linkages	0.58	4.30	Very High
Overall	**0.56**	**4.22**	**Very High**

Findings from this study revealed that teachers' overall job satisfaction level in religious (HEIs) is very high or frequently observed. The result suggests that teachers are generally content with their job security, work environment, job responsibilities, and community attachments/linkages. Moreover, it further revealed that teachers have a lower level of perception in the security subscale, which comprises salary benefits, performance rewards, recognition, and promotion, compared to other indicators studied. This result encourages school leaders to revisit their existing policies, focusing on giving teachers the security they need. Furthermore, some aspects of the work environment and teachers' job responsibilities necessitate attention.

This finding contradicts the results of the study conducted by Cortez et al. (2021) that teachers were "very satisfied" with their jobs when surveyed due to a blend of extrinsic factors— such as salary, promotion, fringe benefits, job security, and work environment for the reason that some aspects of these extrinsic factors have been found to receive a lower level of satisfaction among teachers. Additionally, aspects of intrinsic factors, including peer and administrative relationships and support, also present in this study received the same lower level of satisfaction, refuting their study's results. This result rejects the prior study's findings. It heightens the call for school leaders to examine and develop welfare practices focused on supporting teachers' well-being and further improving the aspects of fair salary payments, welfare packages, and essential amenities that reinforce job security.

3.5. Significance of the Relationship Between Work Commitment and Job Satisfaction of Faculty

Table 5 shows the significance of the relationship between work commitment and job satisfaction among teachers in religious higher education institutions in the Davao Region. As displayed in the hypothesis, the relationship was tested at a 0.05 level of significance. The p- value of less than 0.05 and r-value of .619 demonstrate a significant and moderate positive correlation between work commitment and job satisfaction. This result indicates the rejection of the null hypothesis. More specifically, the result shows that all four indicators of job satisfaction have a significant relationship with commitment, revealing *security* as the highest with a p-value of less than 0.05 (.000) and the total r-value is .584, and *community attachments/linkages* with an r-value of .537 is the lowest.

Table 5: Significance of the Relationship between Work Commitment and Job Satisfaction of Faculty in Religious Higher Education Institutions in Davao Region

Teacher's Commitment	Job Satisfaction				
	Security	Work Environment	Job Responsibilities	Community Attachments/Linkages	**Overall**
Commitment to School	.612**	.555**	.533**	.506**	**.613****
	.000	.000	.000	.000	**.000**
Commitment to Students	.327**	.386**	.392**	.406**	**.414****
	.000	.000	.000	.000	**.000**
Commitment to Teaching	.424**	.379**	.417**	.371**	**.441****
	.000	.000	.000	.000	**.000**
Commitment to Profession	.485**	.446**	.436**	.426**	**.498****
	.000	.000	.000	.000	**.000**
Overall	**.584****	**.556****	**.560****	**.537****	**.619****
	.000	**.000**	**.000**	**.000**	**.000**

The rejection of the null hypothesis confirms that work commitment is crucial to teachers' job satisfaction**.** This also suggests that commitment to school, commitment to students, commitment to teaching, and commitment to profession play a vital role in teachers' job satisfaction in religious HEIs. This implies that the more committed teachers are, the more they are satisfied with their job. Additionally, the significant relationship across all indices of work commitment suggests that if teachers are committed to their school, students, teaching, and profession, they are more satisfied with their job.

This result conforms to the study of Apawan et al. (2023), which highlights that teachers exhibit a very high commitment to their profession and teaching and learning. This indicates that teachers are dedicated to their careers, content to continue as educators throughout their lives, take great pride in their profession, and often encourage others to join the field. Their high level of commitment to teaching and learning demonstrates a genuine passion for imparting knowledge to their students. On the contrary, Cloma and Dioso (2023) revealed no relative association between teachers' commitment, job satisfaction, and instructional performance. However, they opined that more committed teachers performed better as they were more self-aware and had stronger morals. These results corroborate the earlier findings and provide empirical evidence that could be instrumental in guiding school leaders in developing programs that can elevate teachers' work commitment.

3.6. Significance of the Relationship between Human Resource Management Practices and Job Satisfaction of Teachers

Table 6 shows the significance of the relationship between human resource management practices and teachers' job satisfaction in religious higher education institutions in the Davao Region. As displayed in the hypothesis, the relationship was tested at a 0.05 level of significance. The p-value of less than 0.05 and r-value of .798 demonstrate a significant and high positive correlation between human resource management practices and job satisfaction. This result indicates the rejection of the null hypothesis. More specifically, all six indicators of human resources management practices have a significant relationship with job satisfaction, with *security* as the strongest with a p-value of less than 0.05 and a total r-value of .788, and *community*

attachments/linkages with a total r-value of .661 as the weakest.

Table 6: Significance of the Relationship between Human Resource Management Practices and Job Satisfaction of Teachers in Religious Higher Education Institutions in Davao Region

Human Resource Management Practices	**Job Satisfaction**				
	Security	Work Environment	Job Responsibilities	Community Attachments/Linkages	**Overall**
Recruitment and Selection	.592**	.586**	.574**	.531**	**.632****
	.000	.000	.000	.000	**.000**
Training and Development	.631**	.642**	.603**	.591**	**.683****
	.000	.000	.000	.000	**.000**
Compensation	.745**	.579**	.522**	.515**	**.661****
	.000	.000	.000	.000	**.000**
Performance Appraisal	.637**	.616**	.563**	.569**	**.661****
	.000	.000	.000	.000	**.000**
Career Growth Opportunity	.685**	.687**	.618**	.587**	**.715****
	.000	.000	.000	.000	**.000**
Welfare Practices	.672**	.625**	.570**	.544**	**.670****
	.000	.000	.000	.000	**.000**
Overall	**.788****	**.740****	**.683****	**.661****	**.798****
	.000	**.000**	**.000**	**.000**	**.000**

As reflected in Table 6, all indicators of each variable are related. This suggests that job satisfaction correlates with human resources management practices. Notably, the weak correlation between community attachments/linkages and job satisfaction indicates that it does not necessarily predict job satisfaction. The rejection of the null hypothesis implies that HRM practices play a crucial role in teachers' job satisfaction**.** This also confirms that institutional policies, programs, and practices related to human resources management significantly enhance all aspects of teachers' job satisfaction, thus ensuring quality teaching and student learning outcomes.

These findings are similar to the findings put forward by the research conducted by Rajeswaran et al. (2023) that confirms training, development, and education (TDE), along with promotion, health and safety, and teacher relationships, have a significant positive impact on teacher job satisfaction. Additionally, in contrast with the result of this study, the authors ascertained that recruitment and selection, performance appraisal, compensation and rewards, benefits, motivation, and transfers did not significantly affect teacher job satisfaction. Conversely, it was revealed that training, development, and education emerged as the most influential factors, followed by teacher relationships, health and safety, and promotion.

3.7. Significance of the Relationship between School Climate and Job Satisfaction of Teachers

Table 7 shows the significance of the relationship between school climate and teachers' job satisfaction in

religious higher education institutions in the Davao Region. As presented in the hypothesis, the relationship was tested at a 0.05 level of significance. The overall p-value of less than 0.05 and r-value of .865 demonstrate a high positive correlation between school climate and job satisfaction. This result indicates the rejection of the null hypothesis. To be more precise, the result shows that all 11 indicators of school climate have a significant relationship with job satisfaction, and as shown in Table 7, all indicators of each variable are related. The findings confirm that teachers working in a positive school climate will likely have a favourable, strong relationship with their job satisfaction.

Table 7: Significance of the Relationship between School Climate and Job Satisfaction of Faculty in Religious Higher Education Institutions in Davao Region

School Climate	**Job Satisfaction**				
	Security	Work Environment	Job Responsibilities	Community Attachments/Linkages	**Overall**
Physical Safety	.516**	.531**	.474**	.502**	**.559****
	.000	.000	.000	.000	**.000**
Social-Emotional Safety	.587**	.625**	.613**	.572**	**.661****
	.000	.000	.000	.000	**.000**
Leadership	.598**	.747**	.683**	.660**	**.738****
	.000	.000	.000	.000	**.000**
Teaching and Learning	.514**	.580**	.562**	.562**	**.611****
	.000	.000	.000	.000	**.000**
Professional Development	.642**	.697**	.701**	.634**	**.738****
	.000	.000	.000	.000	**.000**
Quality of Relationships	.619**	.694**	.671**	.630**	**.720****
	.000	.000	.000	.000	**.000**
Connectedness	.629**	.724**	.685**	.646**	**.739****
	.000	.000	.000	.000	**.000**
Respect for Diversity	.518**	.632**	.605**	.582**	**.642****
	.000	.000	.000	.000	**.000**
Environmental Adequacy	.418**	.545**	.466**	.536**	**.538****
	.000	.000	.000	.000	**.000**
Structural Organization	.524**	.606**	.513**	.578**	**.612****
	.000	.000	.000	.000	**.000**
Availability of Resources	.665**	.644**	.560**	.621**	**.690****
	.000	.000	.000	.000	**.000**

Overall	**.745****	**.838****	**.780****	**.778****	**.865****
	.000	**.000**	**.000**	**.000**	**.000**

The rejection of the null hypothesis suggests that in a safe school climate, leaders display exemplary leadership, support teachers' teaching and learning needs and their professional development and personal needs enhance teachers' job satisfaction. Additionally, results imply that teachers who belong to an institution that fosters healthy relationships with students and teachers, connections with all the stakeholders, respect for diversity, a clean and tidy environment, and supportive learning and other activities are most likely satisfied with their teaching job.

These results are similar to the descriptive findings of the research conducted in several countries by Toropova et al. (2020), where teachers generally had positive perceptions of school climate and high levels of job satisfaction. Additionally, school working conditions— such as teacher cooperation, student discipline, and manageable workloads—were positively correlated with teachers' job satisfaction. In addition, Zavelevsky and Lishchinsky (2020) as well revealed that teachers viewed school climate as a key predictor of job satisfaction, indicating that factors such as teacher-student relationships, the school's disciplinary environment, and teacher efficacy not only directly affect job satisfaction but also mediate the relationship between school climate and job satisfaction. This study not only concurs with these earlier findings but also highlights to school leaders the influence of school climate on teachers' job satisfaction and ensuring a positive school climate for teachers.

3.8. Influence of Exogenous Variables on the Job Satisfaction of Teachers in Religious Higher Education Institutions in Davao Region

Table 8 shows the influence of work commitment, human resources management practices, and school climate on teachers' job satisfaction in religious higher education institutions in the Davao Region. The regression model, with an F-value of 508.159 and a corresponding p-value of .000, is statistically significant. The result suggests that the three exogenous variables substantially affect the endogenous variable, leading to the rejection of the null hypothesis. The table highlights the significant influence of work commitment, human resource management practices, and school climate on job satisfaction in higher education institutions within the Davao Region, with a combined significance level of less than 0.05.

Table 8: Significance of the Influence of Commitment, Human Resource Management Practices, and School Climate on the Job Satisfaction of Teachers in Religious Higher Education Institutions in the Davao Region

	Job Satisfaction			
(Variables)	*B*	β	*t*	*Sig.*
Constant	-.414		-3.095	.002
Teacher'sCommitment	.075	.064	2.074	.039
Human Resource Management Practices	.286	.295	7.732	.000
School Climate	.723	.599	16.354	.000
R .891				

R^2	.794
ΔR	.792
F	508.159
ρ	.000

The rejection of the null hypothesis suggests that these variables strongly predict teacher job satisfaction. This implies that committed teachers, well-managed human resources management practices, and a positive school climate foster an environment where teachers are satisfied with their jobs. Consequently, enhancing these factors can lead to greater teacher satisfaction, resulting in higher motivation, reduced turnover, improved teaching quality, and improved student learning outcomes and overall quality of education.

Moreover, the R^2 of .794 signifies that the predictor variables, work commitment, human resources management practices, and school climate, explain 79.4 percent of the variation in job satisfaction. This means that 20.6 percent of the variation could be attributed to other factors besides these three variables. These other factors that may contribute to job satisfaction of teachers may include the teacher's personal characteristics, such as age and gender; teacher's professional characteristics, such as years of teaching experience, degree level, and type; participation in professional development programs, and teacher motivational beliefs (Toropova, 2020).

The result of the combined influence of the three exogenous variables significantly influences job satisfaction. This assertion aligns with the findings of previous investigations. For instance, Setiawati and Ariani (2019) demonstrated that job satisfaction positively and significantly affects employee commitment individually and collectively. Similarly, Aziz et al. (2021) emphasized a positive correlation between job satisfaction and employee commitment, indicating that organizational commitment tends to increase when employees are satisfied. Examining the influence of HRM practices on job satisfaction, Solidarios et al. (2024) and Rajeswaran et al. (2023) found a significant positive correlation between HRM practices and teachers' job satisfaction, highlighting the notable influence of effective HRM practices in boosting job satisfaction. This alignment with the results of these earlier findings implies the importance of work commitment, HRM practices, and school climate in job satisfaction among teachers of higher education institutions in the Davao Region. Thus, school leaders should focus on these variables, among others, in formulating policies and programs to enhance job satisfaction.

Summary of Goodness of Fit Measures of the Three-Generated Structural Models

This part analyses the interrelationships among the variables in the study. Three models were generated to obtain the best-fit model of job satisfaction among teachers in religious higher education institutions. The models were assessed against the given fit indices and served as a basis to accept or reject the model. Table 9 revealed the summary of the goodness of fit measures of the three generated models.

Table 9: Summary of Goodness of Fit Measures of the Three Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)

1	.000	6.623	.734	.806	.780	.786	.119	.000
2	.000	4.517	.783	.880	.852	.866	.094	.000
3	.094	1.206	.971	.996	.979	.994	.023	1.000

Legend: CMIN/DF – *Chi-Square/Degrees of Freedom* NFI –*Normed Fit Index*
GFI – Goodness *of Fit Index* TLI -*Tucker-Lewis Index*
RMSEA – *Root Mean Square of Error Approximation* CFI – Comparative *Fit Index*

Based on the table, Generated Structural Models 1 and 2 examine the direct relationships between endogenous and exogenous variables. Findings indicate that work commitment, human resource management practices, and school climate are predictors of job satisfaction, with statistical significance (p-value = .000). However, these models' goodness-of- fit indices indicate suboptimal model fit, as evidenced by the statistical significance. Consequently, these results suggest that the hypothesized models do not satisfy the requirements for the best-fit model of job satisfaction given the criteria set.

Best Fit Model of Job Satisfaction

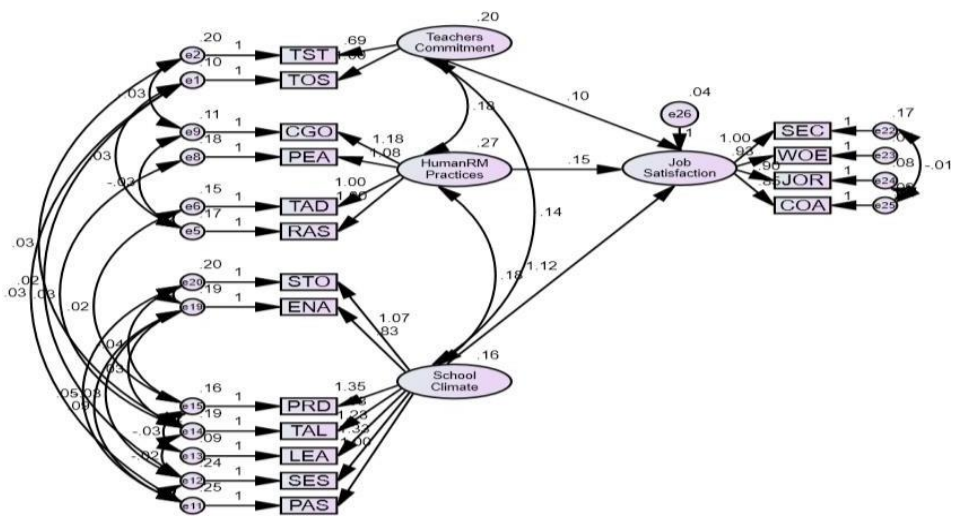

Figure 2: Best Fit Model of Job Satisfaction

Legend:

TNT – Commitment to Students	STO – Structural Organization	PAS – Physical Safety
TOS – Commitment to Student	ENA – Environmental Adequacy	SEC - Security
CGO – Career Growth Opportunity	PRD – Professional Development	WOE – Work Environment
PEA – Performance Appraisal	TAL – Teaching and Learning	JOR – Job Responsibility
TAD – Training and Development	LEA – Leadership	COA – Community Engagements/ Attachments
RAS – Recruitment and Selection	SES – Socio-emotional Safety	

Meanwhile, Figure 2 shows this study's Generated Model 3, which represents the best-fit model for job

satisfaction. This model explores the relationships between latent exogenous variables, namely work commitment, human resources management practice, and school climate, and observed latent endogenous variable job satisfaction among teachers of religious HEIs. As observed, the three exogenous variables directly correlate with job satisfaction and indicate a positive relationship between variables. Conversely, two out of four indicators of work commitment, four out of six indicators of human resources management practices, and seven out of eleven indicators of school climate remained significant predictors of job satisfaction. Thus, it can be concluded that commitment to the profession, compensation, welfare practices, quality of relationships, connectedness, and respect for diversity has no significant influence on teacher's job satisfaction.

Additionally, it can be assumed that the job satisfaction of teachers in religious HEIs in the Davao Region was best anchored in commitment to students, and commitment to the school, career growth opportunities, performance appraisal, training and development, and recruitment and selection, structural organization, environmental adequacy, professional development, teaching and learning, leadership, socio-emotional safety, and physical safety. Thus, commitment to the profession, compensation, welfare practices, quality of relationships, connectedness, and respect for diversity has no significant influence on teacher's job satisfaction.

Finally, structural Model 3 suggests that work commitment, human resource management practices, and school climate positively influence teachers' job satisfaction, with school climate having the strongest direct influence on job satisfaction.

4. CONCLUSIONS AND RECOMMENDATIONS

The findings revealed that teachers of religious higher education institutions in the Davao Region perceived work commitment, school climate, and job satisfaction as very high, while human resources management practices as high. When correlated, there is a significant relationship between the three exogenous variables and the endogenous variable. Thus, the null hypotheses were rejected. Concretely, it was revealed that school climate has the most significant influence, followed by human resource management practices, while work commitment has the least influence. Additionally, the three exogenous variables significantly influence the endogenous variable, with school climate as the predictor. Finally, the best model that predicts job satisfaction among teachers in religious higher education institutions in the Davao Region is Model 3, which was confirmed by the criteria set for the structural equation model.

The study's results support Herzberg's Two-Factor Theory, which suggests that teachers experience greater satisfaction from both extrinsic and intrinsic factors, and the absence or lack of these factors can lead to job dissatisfaction. Ker et al. (2022) and Mitsakis and Galanakis (2022) revealed that these motivation and hygiene factors are positively and significantly related to job satisfaction. Furthermore, this study is aligned with Maslow's Hierarchy of Needs theory, who posit that for teachers to find fulfillment in their work, institutions should consider their different levels of needs and that all levels exhibit a relationship and significant correlation with teachers' job satisfaction (Idrus et al., 2022). The level of teachers' job satisfaction towards the security subscale in this study demonstrates the congruence with Edwin A. Locke's Range of Affect Theory, which posits that job satisfaction is closely tied to an employee's values and expectations. Examples of such expectations are career advancement, promotion, and fringe benefits; if not met, employees become dissatisfied (Njue, 2019).

Although work commitment, human resources management practices, school climate, and job satisfaction were described as very high and high**,** targeted improvements remain essential to further enhance teachers' job satisfaction, particularly on some predictors of job satisfaction. In light of these findings, this

study suggests practical implications for teachers, school administrations, and the educational system. First, to sustain the very high levels of job satisfaction of teachers in religious HEIs in terms of their work commitment, HRM practices, and school climate, school heads thoroughly evaluate their existing programs, processes, and policies related to the welfare practices of their teaching personnel. This assessment aims to enhance areas of concern, especially in human resources and leadership, address teachers' concerns and needs, and improve their working conditions.

In particular, despite the very high level of work commitment, increasing the level of teachers' commitment to the profession fosters appreciation and contentment among teachers towards the profession. Two sub-indicators of commitment to the profession got the two lowest means, indicating the need to elevate the status of the teaching profession to foster professional commitment among teachers. To address this, education policymakers should develop policies and programs focusing on elevating the profession's status and matching it with other professions. Implementing standardized and competitive salary scales with fringe benefits comparable to different professions and sectors makes teaching more enticing and similar to other industries. Additionally, school administrators should foster a sense of belonging and ensure that teachers feel appreciated, valued, and able to take pride in a job well done within the organization.

Meanwhile, the focus on the many aspects of HRM practices is needed as it reflects a high level of teachers' perception in this study. All sub-indicators in the compensation subscale are revealed to have the lowest means. The result demonstrates the need to augment the monetary aspect of the job. To address this, School Heads through HRM Offices need to revisit the existing salary scales of their teachers and make a comparative assessment with the different institutions or with the existing remuneration policies of the public-school teachers.

To foster clear and transparent recruitment and selection procedures in the institution, there is a need to evaluate the institution's existing talent management policies despite teachers perceiving this subscale as high. This need was exposed with two sub-indicators of recruitment and selection, which got the lowest means. School Heads, through the HRM Office, should create a manual of policies that contains a transparent and clear job description with assessment criteria, establish a clear selection criterion, and have standardized interview guides. Furthermore, they should hire and train qualified interviewers to ensure a standardized approach to interviewing and reduce bias; in return, they will hire the best person for the right job, have a diverse workforce, reduce turnover, and improve the organizational culture.

The necessity of assessing the training and development programs and policies of religious HEIs is also evident in the result of this study. To address this, the HRM Office should revisit its existing Training and Development Manual of Policies to evaluate if the existing tools, instructions, and activities are still relevant to the present needs of the faculty. Furthermore, it is recommended that the HRM Office conduct a skills gap analysis and use it to formulate and plan personalized training and programs for teachers. Finally, School Heads and Administrators must allocate enough funding and resources for these training and development programs to enhance teachers' expertise and skills.

Meanwhile, the lowest means among sub-indicators of performance appraisal indicators suggests strengthening the institutions' performance appraisal process to foster fair and realistic performance evaluation. Through Deans and Department Heads, the HRM Office should revisit the existing performance appraisal system and evaluate if it has a clear and relevant criterion, consistent and transparent standards, fair and objective-oriented, and set at a realistic level. Faculty members should also be empowered and involved in the process.

In the indicator career growth opportunity, the results revealed four sub-indicators got the lowest means, suggesting the necessity of assessing the existing or developing career growth opportunity plan to enhance skills, knowledge, and experiences to achieve career growth. To do this, the HRM Office should use

this plan to standardize fair and equitable distribution of opportunities among teachers. Furthermore, teachers should be encouraged to undergo continuing professional development programs, organize and develop seminars and training programs, hold workshops, and even include the development of other soft skills necessary for their careers. Most importantly, School Heads should allocate funding to support this endeavor.

Finally, three sub-indicators of welfare practices got the lowest means, hinting at the need to strengthen the welfare practices of religious HEIs surveyed. To address this, School Heads, through the HRM Office, should develop extra-curricular programs and activities outside the academic setting to assist faculty in their work-life balance. Hold sports, spiritual activities like retreats, and other activities to help with teachers' health and wellness. School Heads and Administrators should provide funding and free days or official leaves to achieve these.

The findings of this study also highlight the need to enhance the level of teachers' perceptions of the school climate despite being rated as very high. Notably, in indicators of physical safety, the one sub-indicator with the lowest mean emphasizes the call to ensure a safe environment for everyone. School leaders should heighten security measures through the Security Personnel Office in all kinds of disasters or threats. A comprehensive Disaster Risks Reduction Management (DRRM) program should be institutionalized and laid out to all stakeholders, especially teachers, to ensure a safe environment for everyone.

Despite being rated high among teachers, the demands for a socially and emotionally safe school environment that fosters understanding and collegiality among administrators and teachers are needed. School Heads should give their teachers a venue to converse and respectfully discuss matters involving their work. HRM Office should have a conflict management programs to effectively handles conflict. A Code of Conduct for Employees Handbook that communicates the company’s policies and conflict resolution process should be made available to every employee.

On the other hand, teachers should foster collegiality among them by discussing and resolving disagreements and conflicts at their level. The sub-indicators related to the quality of relationships, connectedness, and respect for diversity, which received the lowest means, highlight the need to promote inclusivity and create an equitable, supportive school community for the diverse population. School Heads should adopt and implement inclusive curricula and teaching approaches, inclusive training and programs, and provision of facilities and amenities that cater to the needs of the diverse population and foster a culture of respect for diverse perspectives, histories, and cultures.

Finally, future research can broaden the scope of this study by exploring additional variables, particularly those with direct or indirect causal effects on teachers' job satisfaction. Researchers may also consider expanding the survey to validate, make a comparative analysis, and come up with generalized findings, contributing to a more in-depth insight into teachers' job satisfaction in private institutions.

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This work is humbly dedicated.

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