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Linking School Climate to Teachers' Motivation, Satisfaction, and Commitment Among Public High Schools in Muslim Mindanao

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Abstract. Persistent disparities in participation and completion rates across all levels of formal education remain a significant concern in Muslim Mindanao. Despite existing policy interventions, limited attention has been given to the role of school climate in shaping teacher-related outcomes that influence school performance and student engagement. Addressing this research gap, the present study examined the school climate of public secondary schools in Muslim Mindanao and its relationship to teachers' motivation, satisfaction, and commitment. Utilizing a descriptive-correlational design, the study involved nine school heads and 270 teachers from nine mega public high schools located in Maguindanao del Sur, Cotabato City, Lanao del Sur, and Marawi City regions, comprising diverse ethnolinguistic groups such as the Maranao, Maguindanaon, Iranon, and non-Muslim communities. A validated questionnaire was employed to gather data on school climate and teacher-related variables, including demographic profiles. Results revealed that the teaching force was predominantly female, middle-aged, academically qualified, and holding permanent positions. The prevailing school climate was described as high in control, familiarity, and autonomy, factors which were found to influence teacher outcomes positively. Effective communication, in particular, emerged as a strong motivational factor, enhancing collaboration and collegiality. Teachers expressed high satisfaction in terms of work and relationships, although income satisfaction remained moderate. Statistically, school climate was moderately correlated with teachers' motivation, satisfaction, and commitment. While no significant difference in school climate was found across the nine participating schools, significant differences were observed when grouped by division. Furthermore, teachers' sex identity was found to significantly influence motivation, satisfaction, and commitment, whereas age, educational attainment, years of service, and ethnic origin showed no such relationship. These findings highlight the nuanced role of school climate and demographic variables in shaping teacher experiences and professional dedication in the context of Muslim Mindanao.

Keywords: Job satisfaction; Muslim Mindanao; School climate; Teacher motivation; Work commitment.

1.0 Introduction

Education plays a vital role in advancing a nation's social and economic development, as well as enhancing the quality of life for individuals. For people to contribute effectively to their communities, acquiring relevant knowledge is essential. Research underscores the importance of school climate in shaping educational outcomes

and institutional success. For instance, Wang and Degol (2016) emphasize that a favorable school climate promotes not only academic achievement but also improved teacher morale, motivation, and instructional quality. Similarly, Maxwell (2016) highlights how the physical environment of the school, combined with a supportive social climate, directly influences student attendance and indirectly impacts academic success, underscoring the role of school climate in overall school effectiveness. Therefore, educational institutions are expected to provide a supportive and motivating environment that enhances both teaching and learning experiences.

MacNeil, Prater, and Busch (2009) also stress that fostering a favorable school climate is essential to ensuring quality teaching and learning. They argue that school leaders must acknowledge the role of school climate in promoting teachers' job satisfaction, as neglecting it may lead to undesirable consequences. Freiberg and Stein (1999) define school climate as the enduring cultural and social character of a school that significantly influences teachers' motivation, satisfaction, and commitment, as well as students' academic performance and the school's public image. Maxwell (2016) further explains that school climate encompasses social interactions and shared values within the school community, asserting that a favorable climate is critical to both student development and teacher engagement.

Given these perspectives, it is essential to examine how perceptions of school climate influence teachers' performance and commitment. In the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), recent data show that the region continues to face significant educational challenges, including low enrollment, high dropout rates, and low graduation rates between 2019 and 2022. In response, the Ministry of Basic, Higher, and Technical Education (MBHTE) has increased funding allocations to improve education standards and ensure that no child is left behind (Sarmiento, 2023).

Despite these efforts, the underlying causes of poor academic performance in schools across Muslim Mindanao remain unclear. Hinduja (2012) suggests that the social environment and school culture can either facilitate or obstruct academic success. While school climate is often cited as a significant factor influencing educational outcomes, its role remains insufficiently understood in low-performing and marginalized contexts. Thapa et al. (2013) acknowledge that although school climate is strongly associated with academic success and well-being, there is a lack of coherent definitions, theoretical frameworks, and methodological consistency in the field. They advocate for more rigorous, context-sensitive research, especially in regions where schools are underperforming.

Anchored in these theoretical foundations and research gaps, this study aims to examine the relationship between school climate and teachers' job satisfaction, motivation, and work commitment. By doing so, it seeks to generate evidence-based insights that may inform educational reforms and interventions aimed at addressing persistent academic challenges in the BARMM region.

2.0 Methodology

2.1 Research Design

This study employed a descriptive-correlational survey design, which is appropriate for examining the relationships among multiple variables and identifying trends, patterns, and associations without manipulating any variables (Buyukozturk et al., 2018). A descriptive-correlational design is widely used in social science research to explore how variables are interrelated and to predict outcomes based on existing conditions (Creswell & Creswell, 2018). In the context of this study, the design allowed the researcher to investigate the degree to which school climate is related to teachers' motivation, job satisfaction, and work commitment.

The descriptive component of the design enabled the collection of quantitative data to profile the respondents and describe the current state of the school climate in the selected schools within Muslim Mindanao. Meanwhile, the correlational aspect focused on determining the statistical relationships between the independent variable (school climate) and the dependent variables (teachers' motivation, satisfaction, and commitment), thereby providing empirical support for understanding their interconnections. According to Calderon and Gonzales (2012), this design is particularly effective in identifying potential predictors and informing decision-making without implying causality.

2.2 Respondents and Sampling Technique

This study included two groups of participants: school heads and secondary school teachers from selected mega-public high schools across four school divisions in mainland Muslim Mindanao. Teachers who work under their school leaders are influenced by the school climate, which offers data related to their motivation, satisfaction, and commitment. A total of 270 teachers participated in the research. To select study sites, a purposive sampling approach was employed. Mainland Muslim Mindanao was divided into two clusters, Maguindanao and Lanao del Surand. From each, one rural and one urban school division were selected, resulting in a total of four school divisions. All mega public high schools within these divisions were included. Given the small number of school heads in these schools, total enumeration sampling was used, meaning all school heads were included as participants. This approach aligns with Taherdoost's (2016) recommendation that total sampling is suitable for small, manageable populations. Similarly, purposive sampling was employed to select teacher respondents. Teachers were distributed proportionally among the mega schools within each division to ensure balanced representation. This method was preferred because it targeted teachers directly experiencing the educational and social climate of their schools, consistent with Creswell and Clark's (2011) view that purposive sampling effectively identifies knowledgeable individuals related to the study focus.

2.3 Research Instrument

To collect data on the relationship between school climate and teachers' motivation, satisfaction, and commitment in mega public high schools of Muslim Mindanao, the researcher developed a custom questionnaire consisting of two parts: Set A for school principals and Set B for teachers. Set A gathered demographic information about the school heads, including gender, age, educational background, job position, tenure, and ethnicity. Set B, distributed to teachers, was divided into five sections. The first section mirrored the demographic questions asked of the principals. The second section assessed the perceived school climate through various types, including open, controlled, familiar, closed, and autonomous, using a 5-point Likert scale ranging from strongly disagree (1) to agree (5) strongly. The third part measured teachers' motivation across communication, progress, organization, and personal expectation factors, with responses rated from "never" (1) to "always" (5). The fourth section evaluated job satisfaction, covering areas such as salary, working conditions, intrinsic rewards, self-esteem, interpersonal relationships, and policy management, all rated on a 5-point Likert scale. The final part addressed teachers' work commitment, defined as their emotional engagement with their work, school, profession, students, and colleagues, using the same rating scale. To establish the tool's validity and reliability, several procedures were followed. First, the questionnaire was reviewed by the advisory committee and refined with the help of the Grammarly software. A critical reader also evaluated the instrument to improve its quality. Content validation involved six experts in educational management and research, including retired professors, school division officials, and coordinators from reputable institutions such as Sultan Kudarat State University and the University of Southern Mindanao. The Content Validity Ratio (CVR) and Content Validity Index (CVI) proposed by Yusoff (2019) were used to assess the instrument, with all items scoring at or above the acceptable threshold of 0.83, confirming its validity. A pilot test was then conducted in two schools, Maguindanao Del Sur Buluan National High School and Mamasapano National High School, to determine the reliability of the instrument. Using Cronbach's alpha, a coefficient of 0.881 was achieved, indicating strong internal consistency and confirming the instrument's suitability for the actual study.

2.4 Data Gathering Procedure

Before beginning the data collection process, the researcher secured approval from the Dean of the Graduate School and the dissertation adviser. The official authorization was also obtained from the Honorable Minister Mohagher M. Iqbal of the Ministry of Basic, Higher, and Technical Education to conduct the study in nine mega-public high schools across four mainland divisions in Muslim Mindanao. The study involved nine school principals and 270 teachers. Permission letters were likewise sent to the respective school division Superintendents to coordinate the survey schedules and to the principals of the selected schools to arrange the interviews appropriately. Prior to data collection, the researcher explained the study's objectives to all participants and allowed them sufficient time to complete the questionnaires.

2.5 Data Analysis Procedure

The collected survey responses were systematically organized and input using Microsoft Excel for data processing. Both descriptive and inferential statistical methods were employed to analyze the data in line with the study's objectives. Respondents' demographic profiles were summarized using frequency and percentage

distributions. To assess perceptions of the school climate, as well as levels of motivation, satisfaction, and commitment among teachers, the mean and standard deviation were calculated. Additionally, One-way Analysis of Variance (ANOVA) was used to determine if there were significant relationships between teachers' evaluations of the school climate and their motivation, satisfaction, and commitment. To further examine differences in these factors across various school divisions in mainland Muslim Mindanao, one-way ANOVA and Multiple Regression Analysis were performed. This analysis also investigated the influence of teacher characteristics on their motivational and professional attitudes. Through these statistical procedures, the study aims to provide detailed insights into how school climate and teacher traits interact and influence teachers' work-related attitudes in the region.

2.6 Ethical Considerations

This study was carried out in full compliance with ethical guidelines to protect the rights and welfare of all participants involved. Before commencing data collection, approval was secured from the Graduate School Dean and the dissertation adviser. Permissions were also obtained from the Ministry of Basic, Higher, and Technical Education (MBHTE) through Hon. Minister Mohagher M. Iqbal, as well as from the relevant Schools Division Superintendents and heads of the selected mega public high schools in mainland Muslim Mindanao. Participants were informed about the study's objectives, scope, and voluntary nature, and their informed consent was obtained prior to participation. They were assured of their right to refuse or withdraw from the study at any point without consequences. To maintain confidentiality, no personal identifiers were collected, and all information was kept secure and used only for scholarly purposes. The data-gathering procedures were designed to be non-intrusive, ensuring no harm, physical, emotional, or social, would come to the respondents. The researcher conducted all processes professionally, adhering strictly to institutional and national ethical standards for research.

3.0 Results and Discussion

3.1 Level of School Climate among Mega Public High Schools in Muslim Mindanao

School climate encompasses how teachers perceive and feel about the different conditions within their educational environment. In this study, the investigation focused on how the school climate in mega public high schools influences teachers' motivation, job satisfaction, and commitment factors that may be linked to the continuing challenges in academic performance in Muslim Mindanao. The types of school climate considered in the analysis were based on Hasan's (2019) framework, which identifies five categories: Open, Autonomous, Closed, Controlled, and Familiar climates.

Table 1. *Levels of the School Climates among Public Mega High Schools in Muslim Mindanao*

	Indicators	Mean	Standard Deviation	Interpretation
1	Open Climate	4.08	0.66	High
2	Controlled Climate	4.27	0.69	Very High
3	Familiar Climate	4.26	0.75	Very High
4	Closed Climate	3.54	0.79	High
5	Autonomous Climate	4.21	0.70	Very High
	Overall	**4.07**	**0.54**	**High**

Table 1 presents the perceptions of respondents regarding the various school climates observed in public mega-high schools in Mindanao, specifically in Muslim areas. The data indicate a generally positive assessment, with an overall mean score of 4.07 (SD = 0.54). This finding supports Catanus et al. (2024), who emphasized that the leadership style of school heads significantly influences the overall school climate and the academic atmosphere. The data suggest that schools in the region exhibit varying levels of openness, familiarity, control, closure, and autonomy, which collectively shape the educational environment. Moreover, Talic and Alonto (2020) also highlighted that schools with open climates often benefit from collaborative teaching practices, supportive leadership, and enhanced learning environments.

3.2 Level of Teachers' Motivation

The findings suggest that the nature of a school's climate influences teachers' motivation and performance, particularly in areas such as communication, progress, organizational practices, and personal goals, as revealed by their responses to the questionnaire.

Table 2. *Summary of the Level of Teachers' Motivation*

	Teachers' Motivation	Mean	Standard Deviation	Interpretation
1	Communication Factor	4.23	0.64	Very High
2	Progress Factor	3.78	0.80	High
3	Organization Factor	3.95	0.67	High
4	Personal Expectation Factor	4.01	0.66	High
	Overall	**4.02**	**0.60**	High

Table 2 presents the analysis of teacher motivation based on four key dimensions: communication, personal expectations, organizational factors, and progress. The overall mean score of 4.02 (SD = 0.60) indicates a generally high level of teacher motivation within the studied schools. Communication emerged as the highest-rated factor, while the other three areas — personal expectations, organization, and progress — also received consistently strong ratings. These findings reflect a supportive school environment that fosters professional dedication and engagement among educators. The results align with earlier research by Power and Goodnough (2019), who noted a strong link between teachers' self-efficacy and their intrinsic motivation to pursue professional growth. Similarly, Pelletier and Rocchi (2016) emphasized that teachers with positive motivation contribute to improved classroom dynamics and student outcomes.

3.3 Level of Teachers' Satisfaction

Teacher job satisfaction is a critical factor that influences overall school excellence (Lai, 2020). It also serves as an important indicator of organizational success, as employee satisfaction often translates to an improved institutional reputation, increased motivation, and enhanced productivity (Don et al., 2021). When teachers' professional and personal needs are addressed, they tend to be more content and productive, which in turn benefits their employers (Mustafa, 2019). School leaders play a significant role in achieving these outcomes through their choice of leadership style. This study examined how various aspects of the school climate, such as work environment, salary, working conditions, self-worth, intrinsic rewards, relationships, and policy enforcement, affect teachers' satisfaction levels. The findings are detailed in the subsequent tables.

Table 3. *Summary of the Level of Teachers' Satisfaction*

	Factors	Mean	Standard Deviation	Interpretation
1	Work	4.18	0.61	High
2	Income	3.02	1.03	Moderate
3	Working Condition	3.78	0.66	High
4	Self Esteem	3.93	0.65	High
5	Intrinsic Reward	3.76	0.65	High
6	Interpersonal Relationship	4.10	0.69	High
7	Policy Management	3.87	0.72	High
	Overall Mean	**3.81**	**0.73**	**High**

Table 3 illustrates that teachers' overall satisfaction was high (M = 3.81, SD = 0.73), reflecting a favorable work environment aligned with Toropova et al. (2021), who found that working conditions (M ≈ 4.1) strongly predict teacher satisfaction. However, compensation emerged as the least satisfying factor (M = 3.02, SD = 1.03), mirroring broader findings that teacher salaries remain a prevalent source of discontent (Torpova et al., 2021; OECD, 2020).

3.4 Teachers' Level of Commitment

School climate, as an internal factor, encompasses the quality of interpersonal relationships within the educational environment, including interactions among students, between students and teachers, among teachers and administrators, and within co-curricular activities (Norhannan, 2016). According to Manla (2021), the school climate has a direct influence on how teachers perform their professional responsibilities. Teacher commitment, defined as a personal characteristic that demonstrates one's dedication, loyalty, and willingness to support the organization's goals actively, plays a key role in this context. Fei and Han (2020) emphasized that such commitment is crucial in motivating educators to meet the evolving demands and expectations placed upon them in the teaching profession. This study examined how school climate correlates with teachers' commitment in various dimensions, namely, their commitment to the school, the teaching profession, students, and their professional workgroup.

Table 4. *Summary of Teachers' Level of Commitment*

	Indicators	Mean	Standard Deviation	Interpretation
1	School	4.34	0.63	Very High

2	Teaching Profession	4.33	0.63	Very High
3	Students	4.35	0.63	Very High
4	Workgroup	4.27	0.67	Very High
	Overall	**4.33**	**0.64**	Very High

Table 4 outlines teachers' overall commitment levels across key domains, including their schools, the teaching profession, students, and professional workgroups. The data reveal a strong and consistent dedication in all areas of professional responsibility. Notably, teachers exhibit the highest level of commitment toward their students (M = 4.35, SD = 0.63), highlighting their deep-rooted passion and continuous pursuit of educational excellence. The aggregate mean score (M = 4.33, SD = 0.64) further supports the view that educators maintain a high level of dedication to their profession, colleagues, and learning environments. Even though commitment to the profession scores slightly lower than student commitment, it still earns a high mean score (M = 4.33, SD = 0.63), reinforcing the notion that teachers prioritize student development and learning outcomes (Goldstein et al., 2024).

3.5 Correlation Analysis between the School Climate, Teachers' Motivation, Satisfaction, and Commitment

Table 5 presents the correlation analysis results between school climate and the levels of teacher motivation, job satisfaction, and professional commitment. The findings demonstrate a moderately strong positive relationship among these variables. Specifically, motivation and job satisfaction are correlated at r = 0.753, while satisfaction and commitment show a correlation of r = 0.600.

Table 5. *Correlation Analysis on the School Climate and the Teachers' Levels of Motivation, Satisfaction, and Commitment*

Indicators	Mean	Standard Deviation	R	P-value
Motivation	4.02	.60	.753*	.000
Satisfaction	3.81	.58	.618*	.000
Commitment	4.33	.58	.600*	.000

*Correlation is significant at the .05 level (2-tailed)

These findings suggest that a supportive school climate contributes to increased teacher motivation, satisfaction, and commitment. Prior studies reinforce these outcomes. Agustina et al. (2021) found a significant positive correlation (r = 0.76) between teacher motivation and student academic performance, highlighting the meaningful contribution of motivated teachers to learner success. Similarly, Edinger and Edinger (2018) emphasize that teacher motivation is closely linked to effective classroom management and student discipline. Job satisfaction also plays a critical role in the educational environment. According to Dicke et al. (2020), satisfied teachers tend to form stronger relationships with students and colleagues and are more engaged in professional development. Additionally, satisfaction is influenced by multiple factors, including teaching responsibilities and interpersonal interactions (Edinger & Edinger, 2018). Teacher commitment, defined as a deep emotional connection to the profession, encourages teachers to invest more in their work, support educational reforms, and strive for student success (Sachs, 2016). These correlations underscore the importance of fostering a favorable school climate to enhance teacher motivation and satisfaction, ultimately leading to a more substantial commitment and improved educational outcomes.

Table 6. *ANOVA Results on the School Climate among the Public High Schools in Muslim Mindanao*

Division	Mean	F	P-value
Maguindanao Del Sur	4.01	.320	.811
Cotabato City	4.07		
Lanao Del Sur	4.09		
Marawi City	3.98		

Note: p<.05, significant

The ANOVA results show no significant variation in the perception of school climate across public high schools in several divisions of Muslim Mindanao, including Maguindanao Del Sur, Cotabato City, Lanao Del Sur, and Marawi City (F = 0.320, p = 0.811). This suggests a relatively uniform school climate within these areas. The research highlights the crucial role of a positive school environment in promoting academic achievement, student engagement, and teacher morale (Sachs, 2016). In the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), the incorporation of Islamic values into school culture significantly fosters a supportive climate by promoting compassion, respect, and inclusivity (Madjid, 2022). However, schools in conflict-affected zones of Mindanao face ongoing challenges; Floresta (2022) warns that such environments might inadvertently reinforce radical views among youth through structural violence and micro-aggressions. Addressing these issues requires

fostering acceptance and understanding of diverse perspectives. Overall, while school climate may not significantly differ across divisions, maintaining a positive environment and responding to socio-political challenges remain critical for sustaining peace and improving education in the region.

3.6 Relationship between the Teachers' Characteristics and the Level of Motivation, Satisfaction, and Commitment

Table 7 presents the findings from a regression analysis examining the relationship between teachers' gender and their levels of motivation, job satisfaction, and commitment. The analysis showed that gender did not significantly predict motivation (coefficient = 0.017, p = 0.844). However, statistically significant associations were found between gender and both satisfaction (coefficient = -0.175, p = 0.029) and commitment (coefficient = 0.152, p = 0.019). The model explained about 3.6% of the variance related to these factors ($R^2 = 0.036$), and the overall model fit was significant (F(3,147) = 0.026, p = 0.05).

Table 7. *Results of Regression Analysis on the Teacher-Respondents' Sex versus the Levels of Motivation, Satisfaction, and Commitment*

Indicators	Coefficients	Standard Error	t-Stat	P-value
Motivation	.017	.088	.197	.844
Satisfaction	-.175	.080	-.2.196	.029
Commitment	.152	.064	2.368	.019

R2= .036, F (3.147) = .026, p=.05

These results align with previous research indicating that gender plays a role in shaping teachers' professional experiences. For example, Dessel et al. (2017) found gender differences in motivation, satisfaction, and commitment levels among educators. Similarly, Atteh et al. (2020) noted that female teachers often report higher job satisfaction but also encounter challenges balancing work and career progression. Recognizing these gender-related nuances is crucial for developing effective policies and support systems that promote equality and well-being among teachers.

Table 8 shows the results of a regression analysis examining the relationship between teachers' age and their levels of motivation, job satisfaction, and commitment. The coefficients for motivation (0.109, p = 0.356), satisfaction (-0.010, p = 0.930), and commitment (-0.063, p = 0.469) were not statistically significant, indicating that age does not strongly predict these factors in this sample. The model accounted for only 0.5% of the variance ($R^2 = 0.005$), and the overall model fit was not significant (F = 0.701, p > 0.05).

Table 8. *Results of Regression Analysis on the Teacher-Respondents' Age versus the Levels of Motivation, Satisfaction, and Commitment*

Indicators	Coefficients	Standard Error	t-Stat	P-value
Motivation	.109	.240	.924	.356
Satisfaction	-.010	.216	-.087	.930
Commitment	-.063	.177	-.725	.469

R2=.005, F (.474) = .701, p=.05

Despite these findings, the absence of significant results does not rule out the possibility that age may affect teacher motivation, satisfaction, or commitment when considering other factors. This finding aligns with the study conducted by Richardson and Watt (2018), who emphasize that factors like career stage and professional development opportunities should be considered when analyzing the relationship between age and teacher outcomes. Thus, although the current analysis did not show a significant effect of age, it remains important to consider the broader context in understanding these complex relationships.

Table 9 summarizes the analysis examining the association between teachers' highest educational attainment and their motivation, job satisfaction, and commitment. The regression results showed that the coefficients for motivation (-0.003, p = 0.977), satisfaction (-0.057, p = 0.603), and commitment (0.016, p = 0.859) were not statistically significant.

Table 9. *Results of Regression Analysis on the Teachers' Highest Educational Attainment versus the Levels of Motivation, Satisfaction, and Commitment*

Indicators	Coefficients	Standard Error	t-Stat	P-value
Motivation	-.003	.114	-.028	.977
Satisfaction	-.057	.102	-.521	.603
Commitment	.016	.084	.178	.859

R2=.003, F (.228) = .877, p=.05

This indicates that educational attainment does not significantly predict these factors among the respondents, with the model explaining only 0.3% of the variance ($R^2 = 0.003$). Although educational qualifications are often considered important, research highlights that teacher motivation and satisfaction are influenced by a combination of individual traits, workplace environment, and job conditions (Yıldız & Kılıç, 2021). Engaged and motivated teachers typically foster stronger student relationships and contribute to school development (Christie, 2019). Job satisfaction is similarly affected by diverse factors, including teaching responsibilities, student outcomes, and school leadership (Iwu et al., 2018). Some studies have suggested correlations between teacher qualifications and motivation or work climate, though the direct impact of educational level may be less precise (Ekmekci & Serrano, 2022). The absence of significant findings in this regression highlights the complexity of motivation and commitment, suggesting the need for a multifaceted approach in future research (Yao et al., 2017). Therefore, while educational attainment alone may not determine motivation, satisfaction, or commitment, understanding these dynamics requires consideration of multiple interacting factors.

Table 10 illustrates the relationship between teachers' job positions and their levels of motivation, satisfaction, and commitment. The analysis revealed that while motivation (.153, p = .184) and satisfaction (.199, p = .062) were not significantly affected by position, commitment showed a significant negative coefficient (-.353, p < .001). The overall model was statistically significant ($R^2 = .072$), indicating that around 7.2% of the variance in position is explained by teacher commitment.

Table 10. *Results of Regression Analysis on the Teacher-Respondents' Position versus the Levels of Motivation, Satisfaction, and Commitment*

Indicators	Coefficients	Standard Error	t-Stat	P-value
Motivation	.153	.213	1.332	.184
Satisfaction	.199	.192	1.873	.062
Commitment	-.353	.158	-4.136	.000

R2=.072, F (6.645) = .000, p=.05

This suggests that a teacher's role within the school hierarchy can impact their professional attitudes. Research by Berkovich and Eyal (2017) supports these findings, showing that teachers holding leadership roles tend to report greater motivation, satisfaction, and commitment due to enhanced responsibilities and professional growth opportunities. Similarly, Kyndt et al. (2016) emphasize the importance of these factors in improving educational quality. Conversely, teachers without leadership positions may experience lower engagement, potentially because of fewer opportunities for advancement or recognition (Sutton, 2023). Such differences underscore the need for schools to provide role-specific support and development opportunities tailored to each individual.

Furthermore, as Mokhtar et al. (2023) note, other variables, such as gender, education level, and teaching experience, may also influence these outcomes. Therefore, schools should adopt a holistic approach when designing interventions aimed at improving teacher motivation and commitment. Overall, recognizing the influence of position within the school and addressing related disparities can help foster a more positive and productive work environment for educators (Andriani et al., 2018).

Table 11 examines the association between teachers' years of service and their motivation, satisfaction, and commitment. The regression analysis reveals that none of these relationships reached statistical significance: motivation (coefficient = 0.160, p = 0.177), satisfaction (coefficient = 0.067, p = 0.543), and commitment (coefficient = -0.159, p = 0.072). The overall model was not significant ($R^2 = .024$), indicating that years of service explain only about 2.4% of the variance in these outcomes.

Table 11. *Results of Regression Analysis on the Teacher-Respondents' Years of Service versus the Levels of Motivation, Satisfaction, and Commitment*

Indicators	Coefficients	Standard Error	t-Stat	P-value
Motivation	.160	.175	1.354	.177
Satisfaction	.067	.158	.610	.543
Commitment	-.159	.130	-1.809	.072

R2=.024, F (2.036) = .109, p=.05

This finding aligns with previous mixed results in the literature. Some studies have found that teachers with more years of experience tend to have higher motivation and commitment levels (Ahluwalia & Preet, 2018), while others report no significant correlation between years of service and these professional attitudes (Edinger & Edinger,

2018). These inconsistencies suggest that relying solely on years of service as an indicator of teacher motivation or satisfaction is inadequate. Other factors, such as opportunities for professional development (Wynants & Dennis, 2018), supportive workplace environments (Ahluwalia & Preet, 2017), and positive collegial relationships (Özgenel, 2021), play critical roles in shaping teachers' professional experiences. Since motivation, satisfaction, and commitment are complex and influenced by numerous variables, ongoing research is necessary to understand better how years of service interact with these factors and to develop strategies that support teacher retention and well-being (Stronge, 2018). Overall, the regression analysis reveals no significant relationship between years of service and motivation, satisfaction, or commitment, underscoring the importance of a comprehensive approach to teacher support that extends beyond tenure considerations.

Table 12 examines the relationship between teachers' ethnic backgrounds and their motivation, satisfaction, and commitment. The regression coefficients for motivation (.062, p = 0.599), satisfaction (-0.024, p = 0.827), and commitment (.146, p = 0.093) indicate no statistically significant associations at the 0.05 level. The model as a whole was also not significant, with an R^2 of .032, suggesting that ethnicity accounts for only a small portion of the variance in these factors.

Table 12. *Results of Regression Analysis on the Teacher-Respondents' Ethnic Group versus the Levels of Motivation, Satisfaction, and Commitment*

Indicators	Coefficients	Standard Error	t-Stat	P-value
Motivation	.062	.281	.526	.599
Satisfaction	-.024	.252	-.219	.827
Commitment	.146	.206	1.684	.093

R2=.032, F (1.745) = 054, p=.05

Despite the lack of statistical significance, motivation remains a vital element in teaching, strongly linked to professionalism and teacher retention (Toropova et al., 2021). Motivated teachers tend to be more engaged and are essential drivers of educational reforms (Alghamdi, 2019). Teacher satisfaction, encompassing factors such as the work environment and relationships, plays a crucial role in overall effectiveness and well-being. Research highlights that job satisfaction may vary across ethnic groups, indicating potential disparities in teachers' experiences (Toropova et al., 2021). Therefore, educational policies should consider ethnic diversity, promote inclusive professional development, and address systemic barriers that may affect minority groups (O'Leary et al., 2020). Additionally, ethnicity intersects with other factors, such as gender and socioeconomic status, making an intersectional approach crucial for fostering equity and inclusivity in schools (Collins & Bilge, 2016).

4.0 Conclusion

In Muslim Mindanao's large public high schools, leadership and teaching positions are predominantly occupied by women, particularly from the Maranao and Maguindanaon ethnic groups. Most hold advanced degrees, have extensive teaching experience, and are permanent employees under the Ministry of Basic, Higher, and Technical Education. The study revealed that the school climate across nine schools is generally controlled, familiar, and autonomous. Teachers reported high levels of motivation, job satisfaction, and professional commitment, primarily attributed to effective communication and positive interpersonal relationships. A moderately strong correlation was found between school climate and these work attitudes. While climate patterns were consistent across individual schools, significant differences emerged among divisions—Maguindanao Del Sur, Lanao Del Sur, Cotabato City, and Marawi City. Additionally, gender identity and job position significantly influenced teacher motivation, satisfaction, and commitment, whereas age, education, service length, and ethnicity did not. These findings highlight the need for inclusive, communicative leadership, localized policy-making, regular climate assessments, and professional development programs that promote culturally responsive and gender-sensitive practices to support and sustain teacher motivation and well-being in the region.

5.0 Contribution of Authors

The authors indicate equal contribution to each section. The authors reviewed and approved the final work.

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7.0 Conflict of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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