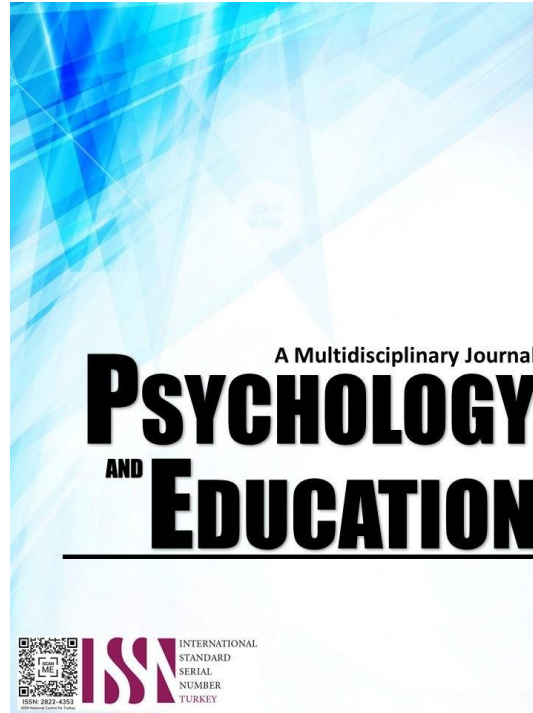


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Teachers' Motivational Factor and Commitment as Camp Volunteers in the National Learning Camp

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Abstract

This study examined the motivational factors and commitment levels of teachers who volunteered for the National Learning Camp (NLC) in the Pangantucan South District, Division of Bukidnon, during the school year 2024-2025. Specifically, it explored the socio-demographic profile of teacher volunteers, their key motivational factors, and their levels of commitment. The study also analyzed whether socio-demographic characteristics influenced commitment levels and assessed the relationship between teachers' motivational factors and their commitment to volunteer work. Descriptive statistics, Pearson's Product-Moment Correlation, and Analysis of Variance (ANOVA) were employed to interpret the data. Findings revealed that most teacher volunteers were young professionals, predominantly female, with limited years of teaching experience. The strongest motivational factors were intrinsic motivation, professional development, and networking opportunities. Teachers demonstrated a very high level of commitment, particularly in their emotional connection to the camp's goals and belief in its positive impact on student learning. Statistical analyses indicated no significant differences in commitment levels based on socio-demographic characteristics, and most motivational factors did not significantly correlate with commitment. However, networking opportunities exhibited a significant positive relationship with commitment, underscoring their role in sustaining teacher engagement. Based on these findings, it is recommended that the NLC implement strategies to encourage the participation of experienced teachers, provide structured professional development programs, and enhance networking opportunities. Commitment and engagement in volunteer initiatives. Future research may explore additional factors affecting teacher volunteerism, such as institutional support and work environment.

Keywords: *teacher volunteerism, motivational factors, commitment levels, national learning camp, socio-demographic profile, professional development, networking opportunities, education programs.*

Introduction

The National Learning Camp (NLC) was established by the Department of Education (DepEd) as part of its ongoing efforts to address learning gaps, particularly those caused by disruptions such as the COVID-19 pandemic. The NLC is designed as a supplemental learning program during school holidays, with the primary objective of helping students improve their competencies in core subjects like Mathematics, Science, and English. DepEd's aim with this initiative is to offer remedial, enhancement, and enrichment activities to support learners who require additional help and provide advanced instruction for excelling students.

Teachers are vital to the success of the NLC. Their role as camp volunteers goes beyond traditional classroom instruction, as they serve as facilitators, mentors, and organizers of various activities tailored to the specific needs of the campers. Their responsibilities include supervising student groups, designing engaging lessons, monitoring student progress, and maintaining a supportive learning environment throughout the camp. Since the NLC takes place during the school break—a time usually reserved for teachers' rest and recovery—their voluntary participation reflects a deep commitment to student development.

However, this raises an important question: Why do teachers volunteer during school vacations instead of resting? This study explores the motivating factors that compel teachers to take on this additional responsibility. Understanding these motivations is essential, as it provides insights into how schools and the broader education system can better support and encourage teachers to participate in such initiatives.

Motivation is key in teachers' decisions to volunteer for the NLC. Many are driven by intrinsic factors such as the desire to impact students' lives positively, a sense of personal fulfillment, and a passion for teaching. At the same time, extrinsic factors—including opportunities for professional growth, community engagement, and recognition—also contribute to their willingness to serve.

The primary objective of this study is to identify the intrinsic and extrinsic motivational factors that influence teachers' decisions to volunteer at the camp. Understanding these factors will enable the Department of Education and school leaders to develop more effective strategies for encouraging teacher participation and offering the necessary support to keep them engaged throughout the program.

Teacher commitment refers to teachers' enthusiasm, perseverance, and emotional involvement as NLC volunteers. This level of dedication is crucial, as it directly affects the program's effectiveness. Highly committed teachers are more likely to exceed expectations, enriching the students' learning experience. Moreover, committed teachers are more likely to participate in future camps, contributing to the long-term sustainability of the NLC initiative.

This study investigates the degree of teacher commitment and how it relates to their motivational factors. Understanding the relationship between motivation and dedication can help identify strategies to maintain teacher engagement in similar programs, particularly in the

context of the Pangantucan South District, Division of Bukidnon, for the academic year 2024–2025. Like many rural areas, this district faces unique challenges in terms of educational resources and accessibility. The NLC offers a valuable opportunity for learners in the region to catch up academically and develop essential skills. However, the program's success largely depends on the willingness and commitment of teachers to volunteer during their breaks.

Research Questions

This study examined teachers' motivational factors and commitment as camp volunteers during the National Learning Camp (NLC) at Pangantucan South District, Division of Bukidnon, for the school year 2024-2025. Specifically, it sought to answer the following questions:

1. What is the socio-demographic profile of teachers in terms of age, sex, years of teaching experience, bachelor's degree, field of specialization, employment status, area of camp volunteered, and previous volunteer experiences at the camp?
2. What is/are the motivational factor/s of teachers that lead them to volunteer in the NLC?
3. What is the teacher's level of commitment as a volunteer during the camp?
4. Is there any significant difference in the commitment levels of teacher volunteers based on their socio-demographics?
5. Is there any significant relationship between the motivational factor/s of teachers that lead them to volunteer in the NLC and the commitment levels of teacher volunteers?

Methodology

Research Design

This study used a descriptive survey research technique to examine the motivational factors and commitment of teachers serving as camp volunteers at the National Learning Camp (NLC) in Pangantucan South District, Division of Bukidnon, during the school year 2024–2025. The descriptive research methodology was appropriate for this study, as it aimed to explain the existing conditions and characteristics of teachers' motives and levels of commitment to volunteering without altering any variables. In addition to being descriptive, this study employed a correlational method to investigate the relationship between the identified motivational factors and the teachers' commitment to their volunteer responsibilities at the camp.

Respondents

The study participants were teachers who had volunteered at the National Learning Camp (NLC) during the past two (2) years and were employed by the Department of Education (DepEd) for the school year 2024-2025. These teachers were selected from elementary and high schools in the Pangantucan South District, Division of Bukidnon. The selection procedure used random sampling to ensure a representative sample accurately reflects the district's socio-demographic diversity.

This study used a sample of one hundred eleven (111) teachers from the Pangantucan South District, Division of Bukidnon. Before the commencement of the study, it was communicated that participation was voluntary. The teachers' personal information and responses were also handled with confidentiality and respect.

Instrument

This study utilized a survey research questionnaire to gather data for analysis. The instrumentation covered three (3) sections. The first section gathered background information about the teacher-respondents' socio-demographic profile, specifically those who volunteered in the NLC program. It included variables such as age, sex, years of teaching experience, field of specialization, employment status, area of camp volunteering, and previous volunteer experiences.

The second section determined the motivational factors that led them to volunteer in the NLC program. The items were adapted from Allen and Seaman (2007) and covered seven (7) domains: intrinsic motivation, passion for teaching, professional development, community engagement, recognition and appreciation, networking opportunities, and work-life balance.

The third section measured the teachers' level of commitment as volunteers in the NLC program, adopting items from the second section.

A five-point Likert scale was employed to analyze the data, with options ranging from "1—Strongly Disagree" to "5—Strongly Agree." Before administering the questionnaire, a pilot study was conducted to evaluate the instrument's reliability and validity.

Procedure

A letter permit from the office of the Division Superintendent of Schools in Bukidnon was secured for conducting the research study. Before data gathering in the field was administered, informed consent was obtained from the teacher-respondents to ensure their voluntary participation in the study. Once agreement was obtained, respondents were oriented to the study's aims and methodology.

The researcher then administered the survey instrumentation to gather data on the variables under study. The collected data were consolidated and analyzed quantitatively for interpretation.

Data Analysis

The researcher employed the following statistical techniques to analyze and interpret the acquired data:

Descriptive statistics, such as frequency counts and percentages, were used to examine the socio-demographic profile of teacher respondents. Mean and standard deviation were also determined to assess the motivational factors that led teacher-respondents to volunteer in the NLC program and their level of commitment as volunteers.

Inferential statistics were applied to explore the associations between variables using Pearson's r product-moment correlation and Analysis of Variance (ANOVA) to identify differences among variables.

Results and Discussion

This section presents the collected data, analyzes the findings, and interprets the results based on the study's objectives. The data are organized according to the research questions, and appropriate statistical tools are utilized to derive meaningful insights.

Demographic Profile

Table 1. *Socio-demographic profile of teachers in terms of age.*

Age	F	%
56 years old & above	3	2.7
46 – 55 Years Old	12	10.8
36 – 45 Years Old	25	22.5
26 – 35 Years Old	63	56.8
25 Years and Below	8	7.2
Total	111	100.0

Table 1 presents the socio-demographic profile of teachers in terms of age. The majority of teachers, 63 (56.8%), fall within the 26-35-year-old category, indicating that more than half of the teaching workforce comprises young professionals. The institution has a relatively young teaching population, which could be advantageous regarding adaptability to new teaching methods and technology integration.

A notable 25 teachers (22.5%) are 36-45 years old, representing a significant portion of mid-career educators who likely bring experience and stability to the teaching workforce. Meanwhile, 12 teachers (10.8%) are aged 46-55, contributing their extensive expertise and mentorship to the profession.

A smaller proportion of teachers, 8 (7.2%), are 25 years old and below, reflecting a limited number of newly hired or early-career educators. The least represented group is 56 years old and above, with only three teachers (2.7%), indicating that a few teachers are nearing retirement.

Overall, the data highlights a predominantly young teaching workforce, with a strong presence of mid-career professionals and a smaller representation of older and newly hired educators. This age distribution suggests a balance between innovation and experience in the teaching profession.

The analysis of the socio-demographic profile of teachers in the National Learning Camp (NLC) reveals that a significant portion of the teaching workforce comprises young professionals. Specifically, 56.8% of teachers are aged between 26 and 35, and 7.2% are 25 years old and below. This trend aligns with findings from Francisco (2020), who reported that 40.5% of teachers were between 20 and 30 years old.

Similarly, a study by Salvan and Hambre (2020) found that 50% of participating teachers were aged between 27 and 32, indicating a substantial number of educators in the early stages of their careers. Additionally, research by Vasquez et al. (2022) showed that 57.78% of teachers were 28 years old and below, further supporting the observation of a youthful teaching demographic. The prevalence of younger educators suggests potential advantages in adaptability to new teaching methods and technology integration.

However, it also underscores the importance of mentorship programs to support early-career teachers' professional development. In contrast, the NLC data indicates that 22.5% of teachers are aged 36-45, and 10.8% are 46-55, representing mid-career educators who bring valuable experience and stability to the workforce. Only 2.7% are 56 years old and above, indicating a minimal number nearing retirement.

Table 2. *Socio-demographic profile of teachers in terms of sex.*

Sex	F	%
Male	37	33.3
Female	74	66.7
Total	111	100.0

Table 2 presents the socio-demographic profile of teachers in terms of sex. Most of the teaching workforce comprises female teachers

($f = 74, 66.7\%$), indicating that women dominate the profession. It aligns with common trends in education, where teaching is often a female-dominated field.

Meanwhile, male teachers ($f = 37, 33.3\%$) comprise a smaller workforce. Although they represent a minority, their presence contributes to gender diversity within the teaching profession.

The data highlights a significant gender gap, with female teachers making up nearly two-thirds of the population. This distribution may affect classroom dynamics, mentorship, and professional development initiatives to ensure balanced representation and inclusivity in the teaching profession.

The observed predominance of female teachers in the National Learning Camp (NLC) aligns with findings from various studies on feminizing the teaching profession in the Philippines. For instance, research by Sebastian, Banate, and Saquin (2021) indicates that elementary teaching remains female-dominated, resulting in limited student interactions with male or father figures in educational settings. Similarly, Bongco and Ancho (2020) highlight that teaching is often perceived as "women's work," particularly in elementary education, and emphasize concerns regarding the underrepresentation of male teachers. Additionally, Cahapay (2021) explores the experiences of male college students aspiring to become elementary teachers, noting the significant gender imbalance within teacher education programs.

Table 3. *Socio-demographic profile of teachers in terms of years of teaching experience.*

<i>Years of Teaching Experience</i>	<i>F</i>	<i>%</i>
1-5	42	37.8
6-10	39	35.1
11-15	16	14.4
16-20	9	8.1
21-30	2	1.8
31-35	3	2.7
Total	111	100.0

Table 3 displays the socio-demographic profile of teachers in terms of years of teaching experience. Most teachers, 42 (37.8%), have 1-5 years of teaching experience, indicating that a significant portion of the workforce comprises early-career educators. It suggests that many teachers are relatively new to the profession, which may highlight a need for continuous professional development and mentorship programs.

A close 39 teachers (35.1%) have 6-10 years of experience, representing a group that has gained considerable teaching expertise but is still in the early to mid-stages of their careers. Meanwhile, 16 teachers (14.4%) fall within the 11-15 years category, signifying a more experienced group contributing stability and institutional knowledge.

A smaller proportion of 9 (8.1%) teachers have 16-20 years of experience, while only two teachers (1.8%) have been in the profession for 21-30 years. The least represented group consists of teachers with 31-35 years of experience, accounting for only 3 (2.7%), suggesting that a limited number of highly experienced educators remain in the workforce.

The data indicates that many teachers are in the early stages of their careers, while a few possess extensive teaching experience. This distribution may emphasize the importance of mentorship programs and training opportunities to ensure that less experienced teachers continue to grow and develop in the profession.

Calamlam and Mokshein (2019) highlighted the critical role of cooperating teachers' mentoring practices in guiding early childhood pre-service teachers during their internships. Their study underscores the necessity of effective mentorship to support novice educators in developing their teaching competencies. Similarly, a study by Combo and Ramos (2023) analyzed how mentors contribute to developing senior high school students' research competencies. While focusing on student outcomes, their research implies that robust mentoring relationships can enhance teaching effectiveness, benefiting educators and learners.

Furthermore, the Department of Education's National Educators Academy of the Philippines (NEAP) has developed a Professional Development Framework that includes Career Progression Programs. These programs aim to improve teachers' professional practice and support their promotion by providing developmentally graded knowledge, skills, and attitudes anchored on the Philippine Professional Standards.

Table 4. *Motivational factor/s of teachers that lead them to volunteer in the NLC in terms of intrinsic motivation.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Qualitative Interpretation</i>
I feel a sense of satisfaction when helping students learn and grow.	4.59	0.594	Very High Agreement
I enjoy the challenge of managing a camp environment.	4.58	0.581	Very High Agreement
Volunteering allows me to express my creativity in teaching.	4.54	0.629	Very High Agreement
I find joy in working closely with students outside the classroom setting.	4.41	0.680	Very High Agreement
I am personally motivated to make a difference in students' lives.	4.50	0.537	Very High Agreement
Overall	4.53	0.327	Very High Agreement

Legend: 5 (4.20–5.00) – Very High Agreement; 4 (3.40–4.19) – High Agreement; 3 (2.60–3.39) – Moderate Agreement; 2 (1.80–2.59) – Low Agreement; 1 (1.00–1.79) – Very Low Agreement.

As shown in Table 4, teachers' intrinsic motivation to volunteer in the National Learning Camp (NLC) is notably high across all indicators. The indicator with the highest mean score is "I feel a sense of satisfaction when helping students learn and grow" (Mean = 4.59, SD = 0.594), reflecting a strong intrinsic motivation rooted in the fulfillment of fostering student development. It is closely followed by "I enjoy the challenge of managing a camp environment" (Mean = 4.58, SD = 0.581), suggesting that teachers also find motivation in camp management's dynamic and stimulating nature.

On the other hand, the indicator with the lowest mean score is "I find joy in working closely with students outside the classroom setting" (Mean = 4.41, SD = 0.680). While this still falls within the "Very High Agreement" category, the slightly lower mean and higher standard deviation suggest some variation in teachers' responses, potentially influenced by personal preferences or differing comfort levels in non-traditional teaching environments.

Notably, "Volunteering allows me to express my creativity in teaching" (Mean = 4.54, SD = 0.629) and "I am personally motivated to make a difference in students' lives" (Mean = 4.50, SD = 0.537) also received very high agreement, emphasizing the role of creativity and personal fulfillment in driving teachers to volunteer. The mean score of 4.53 (SD = 0.327) indicates a strong intrinsic motivation among teachers and a consistent commitment to positively impacting students' learning experiences.

Oribello (2023) conducted a phenomenological study on volunteer teachers in the E-Tulay program. The study revealed that intrinsic factors such as personal growth, fulfillment of vocational calling, and a sense of purpose significantly influenced their decision to volunteer. These teachers found profound satisfaction in contributing to student development and experienced personal and professional growth through volunteer work.

Almonte-Acosta and Clamor-Torneo (2023) investigated the motivations of Filipino teachers to remain in the profession. The study emphasized that intrinsic motivators, such as the joy of teaching and the desire to impact students' lives positively, are crucial for maintaining teachers' commitment. The fulfillment of education and the impact on students' lives strongly motivate continued engagement in educational roles.

Furthermore, a study by Aquino et al. (2023) explored Filipino public school teachers' personal and professional aspirations. The research indicated that teachers are motivated by aspirations for personal growth and professional development, which are often realized through opportunities that allow them to express creativity and engage closely with students beyond the traditional classroom setting.

Table 5. *Motivational factor/s of teachers that lead them to volunteer in the NLC in terms of passion for teaching.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Qualitative Interpretation</i>
My love for teaching drives me to participate in the National Learning Camp.	4.58	0.549	Very High Agreement
Volunteering enhances my teaching practice.	4.49	0.586	Very High Agreement
I enjoy sharing my knowledge with students in a camp setting.	4.24	0.729	Very High Agreement
Teaching is more fulfilling when I can engage with students in different contexts.	4.47	0.630	Very High Agreement
I am passionate about creating a positive learning environment for all students.	4.45	0.657	Very High Agreement
Overall	4.45	0.329	Very High Agreement

Legend: 5 (4.20–5.00) – Very High Agreement; 4 (3.40–4.19) – High Agreement; 3 (2.60–3.39) – Moderate Agreement; 2 (1.80–2.59) – Low Agreement; 1 (1.00–1.79) – Very Low Agreement.

Table 5 presents the motivational factors related to teachers' passion for teaching that led them to volunteer at the National Learning Camp (NLC). The highest-rated indicator is "My love for teaching drives me to participate in the National Learning Camp" (Mean = 4.58, SD = 0.549), signifying that teachers' intrinsic passion for their profession is a key factor in their willingness to volunteer. It is followed by "I believe that volunteering enhances my teaching practice" (Mean = 4.49, SD = 0.586) and "Teaching is more fulfilling when I can engage with students in different contexts" (Mean = 4.47, SD = 0.630), both of which indicate that teachers recognize the professional and personal enrichment gained through this experience.

On the other hand, the indicator with the lowest mean is "I enjoy sharing my knowledge with students in a camp setting" (Mean = 4.24, SD = 0.729). While still categorized under "Very High Agreement," this indicator has the highest standard deviation, suggesting more variability in teachers' perspectives. Another notable indicator, "I am passionate about creating a positive learning environment for all students" (Mean = 4.45, SD = 0.657), highlights teachers' commitment to fostering supportive and engaging learning spaces.

Overall, the mean score of 4.45 (SD = 0.329) reflects a consistently strong passion for teaching among the respondents, reinforcing that their dedication to education and student engagement is a primary motivator in their decision to volunteer for the NLC.

A study conducted by Renan P. Limjuco in 2018 found that many respondents were willing to volunteer as teachers in senior high schools, indicating a strong inclination towards volunteerism in the educational sector.

Similarly, the case of Micah Simon, as reported by Manuel L. Quezon University in 2023, exemplifies how a teacher's passion for teaching and desire to impact marginalized communities positively can drive engagement in volunteer work. Additionally, the experience of Charina Lombreza, a community volunteer from Catanduanes, illustrates how an unfulfilled dream of becoming a teacher can be realized through community involvement, highlighting the role of passion in motivating volunteerism.

Table 6. *Motivational factor/s of teachers that lead them to volunteer in the NLC regarding professional development.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Qualitative Interpretation</i>
Volunteering as a camp manager helps me develop new skills relevant to my career.	4.56	0.551	Very High Agreement
This experience is an opportunity for professional growth.	4.34	0.732	Very High Agreement
I gain valuable experience that enhances my teaching portfolio.	4.59	0.562	Very High Agreement
I learn new strategies and techniques that I can apply in my classroom.	4.53	0.615	Very High Agreement
Volunteering can lead to potential leadership roles in education.	4.49	0.645	Very High Agreement
Overall	4.50	0.275	Very High Agreement

Legend: 5 (4.20–5.00) – Very High Agreement; 4 (3.40–4.19) – High Agreement; 3 (2.60–3.39) – Moderate Agreement; 2 (1.80–2.59) – Low Agreement; 1 (1.00–1.79) – Very Low Agreement.

Table 6 highlights the role of professional development as a motivational factor for teachers volunteering in the National Learning Camp (NLC). The highest-rated indicator, "I gain valuable experience that enhances my teaching portfolio" (Mean = 4.59, SD = 0.562), suggests that teachers strongly value the opportunity to build their credentials and broaden their career prospects through participation. Similarly, "Volunteering as a camp manager helps me develop new skills relevant to my career" (Mean = 4.56, SD = 0.551) reinforces the idea that teachers see the NLC as a platform for acquiring practical and transferable skills that contribute to their professional growth.

Conversely, the lowest-rated indicator, "I see this experience as an opportunity for professional growth" (Mean = 4.34, SD = 0.732), while still categorized under "Very High Agreement," presents the highest standard deviation, indicating a more varied perception among teachers regarding its direct impact on their career progression. Another notable indicator, "I learn new strategies and techniques that I can apply in my classroom" (Mean = 4.53, SD = 0.615), highlights the tangible benefits teachers gain regarding innovative instructional methods that can enhance their teaching effectiveness.

Overall, with a mean score of 4.50 (SD = 0.275), the results indicate a strong collective agreement that volunteering in the NLC contributes significantly to teachers' professional development.

Almonte-Acosta and Clamor-Torneo (2023) found that Filipino teachers are motivated to remain in the profession due to continuous learning and career growth opportunities, including attending seminars and pursuing further studies. Similarly, Alda and Thompson (2024) highlighted that teachers actively participate in professional development activities to enhance their pedagogical knowledge, particularly in classroom management, assessment, and instructional design, which leads to improved teaching practices and student outcomes. Moreover, Alismail and McGuire (2015) emphasized that professional development enables teachers to acquire new skills while continuing to work, serving as a strong motivation for them to engage in ongoing learning opportunities.

Furthermore, research conducted by SEAMEO INNOTECH (2020) revealed that Filipino teachers are driven by intrinsic factors such as a passion for teaching and the opportunity for continuous professional growth, reinforcing the idea that development programs play a crucial role in sustaining teacher motivation.

Table 7. *Motivational factor/s of teachers that lead them to volunteer in the NLC regarding community engagement.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Qualitative Interpretation</i>
I am responsible for contributing to my community through education.	4.23	0.774	Very High Agreement
Volunteering helps strengthen the connection between the school and the community.	4.35	0.582	Very High Agreement
I am motivated to improve educational opportunities for local students.	4.32	0.687	Very High Agreement
I enjoy collaborating with other community members to reach a common goal.	4.31	0.685	Very High Agreement
My commitment to community service influences my decision to volunteer.	4.36	0.671	Very High Agreement
Overall	4.31	0.339	Very High Agreement

Legend: 5 (4.20–5.00) – Very High Agreement; 4 (3.40–4.19) – High Agreement; 3 (2.60–3.39) – Moderate Agreement; 2 (1.80–2.59) – Low Agreement; 1 (1.00–1.79) – Very Low Agreement.

Table 7 presents the motivational factors related to community engagement that influence teachers to volunteer at the National Learning Camp (NLC). The indicator with the highest mean score is "My commitment to community service influences my decision to volunteer" (Mean = 4.36, SD = 0.671), suggesting that teachers' dedication to serving their community plays a significant role in their willingness to participate. It is followed by "Volunteering helps strengthen the connection between the school and the community" (Mean = 4.35, SD = 0.582), emphasizing the perceived value of the camp in fostering stronger ties between educational institutions and the broader community.

On the other hand, the lowest-rated indicator is "I feel a responsibility to contribute to my community through education" (Mean = 4.23, SD = 0.774). While still within the "Very High Agreement" category, this indicator has the highest standard deviation, indicating some variability in teachers' perceptions of their duty to contribute to the community through education. Another notable indicator, "I am motivated to improve educational opportunities for local students" (Mean = 4.32, SD = 0.687), reflects the teachers' strong desire to enhance student learning outcomes beyond the classroom.

Overall, the mean score of 4.31 (SD = 0.339) signifies a strong consensus among teachers regarding the importance of community engagement in their decision to volunteer.

A study by Aguila and Salvador (2025) found a significant association between teacher education students' sociological imagination and their propensity to volunteer, suggesting that as educators' awareness of social dynamics increases, so does their commitment to community service.

Similarly, research by Tomas (2022) evaluated the effectiveness of community involvement programs conducted by education and nursing students, highlighting the positive impact of such initiatives on the community and the volunteers' professional development.

Furthermore, a study by Calingasan (2024) emphasized the importance of community engagement as a core competency for Filipino teachers, noting that active participation in community initiatives enhances educators' effectiveness and strengthens school-community relationships.

Table 8. Motivational factor/s of teachers that lead them to volunteer in the NLC in terms of recognition and appreciation.

Indicator	Mean	SD	Qualitative Interpretation
I feel valued when my contributions as a volunteer are recognized.	4.41	0.693	Very High Agreement
Positive feedback from students and parents motivates me to participate.	4.55	0.568	Very High Agreement
I appreciate it when the school administration acknowledges my efforts.	4.43	0.669	Very High Agreement
Recognition from peers encourages me to take on volunteer roles.	4.37	0.687	Very High Agreement
Appreciation from the community enhances my volunteer experience.	4.55	0.568	Very High Agreement
Overall	4.46	0.308	Very High Agreement

Legend: 5 (4.20–5.00) – Very High Agreement; 4 (3.40–4.19) – High Agreement; 3 (2.60–3.39) – Moderate Agreement; 2 (1.80–2.59) – Low Agreement; 1 (1.00–1.79) – Very Low Agreement.

Table 8 presents the motivational factors related to recognition and appreciation that influence teachers to volunteer at the National Learning Camp (NLC). The indicators with the highest mean scores are "Positive feedback from students and parents motivates me to participate" (Mean = 4.55, SD = 0.568) and "I believe that appreciation from the community enhances my volunteer experience" (Mean = 4.55, SD = 0.568). These results highlight that external validation, particularly from students, parents, and the wider community, strongly motivates teachers' participation.

On the other hand, the lowest-rated indicator is "Recognition from peers encourages me to take on volunteer roles" (Mean = 4.37, SD = 0.687). While still categorized under "Very High Agreement," this indicator has a slightly lower mean, indicating that peer recognition, while important, may not be as influential as feedback from students, parents, or the community. Another notable indicator, "I appreciate when school administration acknowledges my efforts" (Mean = 4.43, SD = 0.669), suggests that administrative support and recognition also significantly motivate teachers.

Overall, the mean score of 4.46 (SD = 0.308) reflects a strong consensus among teachers that recognition and appreciation positively influence their willingness to volunteer.

Several studies in the Philippines support that recognition and appreciation significantly influence teachers' motivation and commitment. Lim (2021) emphasized in his study, Strengthening Teachers' Morale through Awards and Recognition Approach, that acknowledging teachers' contributions through awards and public recognition enhances their morale and productivity. Similarly, Rodriguez and Cudiamat (2021) examined motivational factors affecting teaching performance in Tuy District, Batangas. They found that recognition from school administrators and the community positively impacts teachers' commitment and overall performance.

In another study, Insorio (2024) explored teachers' research characteristics, competencies, motivation, and challenges, concluding that appreciation from peers and administrators is a strong motivator, encouraging teachers to engage in professional development activities. These studies align with the findings presented in Table 9, which highlight that external validation from students, parents, and the community plays a crucial role in motivating teachers to volunteer in the National Learning Camp (NLC).

Table 9. Motivational factor/s of teachers that lead them to volunteer in the NLC regarding networking opportunities.

Indicator	Mean	SD	Qualitative Interpretation
Volunteering allows me to meet and collaborate with other educators.	4.57	0.612	Very High Agreement
I am motivated to expand my professional network through this experience.	4.60	0.592	Very High Agreement
I enjoy sharing ideas and resources with fellow volunteers.	4.45	0.657	Very High Agreement
Building relationships with other educators is important to me.	4.49	0.645	Very High Agreement
Networking with professionals in my field is a significant incentive to volunteer.	4.33	0.705	Very High Agreement
Overall	4.49	0.301	Very High Agreement

Legend: 5 (4.20–5.00) – Very High Agreement; 4 (3.40–4.19) – High Agreement; 3 (2.60–3.39) – Moderate Agreement; 2 (1.80–2.59) – Low Agreement; 1 (1.00–1.79) – Very Low Agreement.

Table 9 presents the motivational factors related to networking opportunities that encourage teachers to volunteer at the National Learning Camp (NLC). The indicator with the highest mean score is "I am motivated to expand my professional network through this experience" (Mean = 4.60, SD = 0.592), indicating that teachers highly value the opportunity to build professional connections through their participation. It is closely followed by "Volunteering allows me to meet and collaborate with other educators" (Mean = 4.57, SD = 0.612), highlighting the importance of teamwork and professional interaction in their decision to volunteer.

On the other hand, the indicator with the lowest mean score is "Networking with professionals in my field is a significant incentive to

volunteer" (Mean = 4.33, SD = 0.705). While still categorized under "Very High Agreement," this indicator has the highest standard deviation, suggesting some variation in how teachers perceive networking as a motivating factor. Another notable indicator, "Building relationships with other educators is important to me" (Mean = 4.49, SD = 0.645), reinforces the idea that teachers value meaningful professional relationships as part of their volunteer experience.

The mean score of 4.49 (SD = 0.301) reflects a strong consensus that networking opportunities are crucial in teachers' motivation to participate in the NLC.

For instance, the study "Sociological Imagination and Volunteerism of Teacher Education Students at One State University in Batangas" (Aguila, 2025) found a significant association between sociological imagination and volunteerism among teacher education students, suggesting that the ability to connect personal experiences with societal issues motivates educators to participate in volunteer work.

Additionally, the research titled "Education from the Heart: Narratives of Volunteer-Teachers in Community Literacy Programs" (2024) highlighted that volunteer teachers are driven by a desire to share knowledge and collaborate with fellow educators, indicating that networking and professional relationships are significant incentives for their involvement.

Furthermore, the "Gurong Pahinungod" program initiated by the University of the Philippines in 1997 demonstrated that volunteer teaching initiatives address educational needs in underserved areas and foster professional collaboration and network-building among educators.

For instance, a study by Leon et al. (2023) examined the quality of life of public secondary school volunteer teachers in remote areas. The research highlighted that, despite facing various challenges, teachers found significant personal and professional growth through volunteerism. One participant noted, "I was called to make my chosen career... it resulted in having a strong connection," indicating that building relationships with fellow educators was a motivating factor in their volunteer work.

Similarly, research by Villena (2021) focused on the experiences of volunteer teachers in community literacy programs. The study emphasized that collaboration and sharing ideas with other educators were central to the volunteers' experiences, suggesting that networking opportunities played a crucial role in their motivation to participate.

Furthermore, a study by Gonzales (2024) investigated the relationship between volunteerism and sociological imagination among teacher education students. The findings indicated that volunteer activities allowed teachers to expand their professional networks and collaborate with peers, enhancing their commitment to their educator roles.

Table 10. *Motivational factor/s of teachers that lead them to volunteer in the NLC regarding work-life balance.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Qualitative Interpretation</i>
Volunteering fits well within my existing commitments.	4.49	0.659	Very High Agreement
The time required for volunteering is manageable alongside my teaching duties.	4.49	0.586	Very High Agreement
I can balance my personal and professional responsibilities while volunteering.	4.41	0.667	Very High Agreement
I appreciate that volunteering provides a flexible schedule.	4.36	0.671	Very High Agreement
Participating in the camp enhances my overall work-life balance.	4.52	0.585	Very High Agreement
Overall	4.45	0.285	Very High Agreement

Legend: 5 (4.20–5.00) – Very High Agreement; 4 (3.40–4.19) – High Agreement; 3 (2.60–3.39) – Moderate Agreement; 2 (1.80–2.59) – Low Agreement; 1 (1.00–1.79) – Very Low Agreement.

Table 10 presents the motivational factors related to work-life balance that influence teachers to volunteer at the National Learning Camp (NLC). The indicator with the highest mean score is "I find that participating in the camp enhances my overall work-life balance" (Mean = 4.52, SD = 0.585), suggesting that teachers perceive their involvement in the camp as a positive factor in maintaining a healthy balance between their professional and personal lives. It is closely followed by two indicators: "I feel that volunteering fits well within my existing commitments" (Mean = 4.49, SD = 0.659) and "The time required for volunteering is manageable alongside my teaching duties" (Mean = 4.49, SD = 0.586), both indicating that teachers generally find it feasible to integrate volunteering into their schedules.

On the other hand, the indicator with the lowest mean score is "I appreciate that volunteering provides a flexible schedule" (Mean = 4.36, SD = 0.671). While still within the "Very High Agreement" category, this indicator has the highest standard deviation, suggesting that some teachers may have differing experiences regarding the flexibility of the volunteer schedule. Another notable indicator, "I can balance my personal and professional responsibilities while volunteering" (Mean = 4.41, SD = 0.667), further reinforces the idea that teachers find ways to manage their responsibilities effectively while participating in the camp.

The mean score of 4.45 (SD = 0.285) reflects a strong consensus that work-life balance is essential in teachers' motivation to volunteer.

Munda and Gache (2024) investigated high school teachers in Laguna and found a high work-life balance (Mean = 3.45, SD = 0.64), suggesting that teachers effectively manage their professional and personal responsibilities.

A study in the CARCANMADCARLAN area of Surigao del Sur assessed public school teachers' work-life balance across five indicators: work satisfaction, family responsibility, self-care and wellness, financial literacy, and stress and burnout. The findings indicated that teachers maintained a balance between their work and personal lives, highlighting the importance of flexible scheduling

and manageable workloads.

Research conducted in Gingoog City Division focused on secondary school teachers and identified key factors influencing work-life balance, including time management, professional development, personal growth, stress management, and travel. These factors contributed to teachers' ability to balance their professional duties with individual lives, enhancing overall well-being.

Additionally, a study in Opol East District, Misamis Oriental, involving 159 teachers, reported a generally positive work-life balance. The research emphasized that satisfaction with work-life balance is closely linked to overall well-being, underscoring the importance of manageable workloads and supportive work environments.

Table 11. *The level of commitment of the teacher as a volunteer during the camp.*

Indicator	Mean	SD	Qualitative Interpretation
I feel a strong sense of responsibility for my role as an NLC volunteer.	4.50	0.659	Very High Agreement
I am dedicated to contributing my time and effort to the success of the National Learning Camp.	4.32	0.763	Very High Agreement
I actively seek opportunities to improve my skills and knowledge as an NLC volunteer.	4.31	0.711	Very High Agreement
I will go beyond my assigned duties to ensure the camp runs smoothly.	4.32	0.703	Very High Agreement
My involvement in the NLC positively impacts the students' learning experience.	4.53	0.600	Very High Agreement
I communicate openly with fellow volunteers and staff to enhance collaboration.	4.37	0.646	Very High Agreement
I feel proud to be a part of the National Learning Camp as a volunteer.	4.43	0.641	Very High Agreement
I consciously engage with students and create a supportive learning environment.	4.30	0.669	Very High Agreement
I regularly reflect on my experiences to improve my effectiveness as an NLC volunteer.	4.46	0.615	Very High Agreement
I am committed to participating in future National Learning Camp initiatives.	4.34	0.681	Very High Agreement
I willingly dedicate extra hours, if necessary, to support the needs of the National Learning Camp.	4.41	0.694	Very High Agreement
I actively promote the importance of the National Learning Camp to my colleagues and the community.	4.49	0.601	Very High Agreement
I consistently complete tasks and responsibilities assigned to me as an NLC volunteer.	4.43	0.655	Very High Agreement
I feel emotionally connected to the goals and objectives of the National Learning Camp.	4.56	0.551	Very High Agreement
I make it a priority to attend all training and meetings related to the National Learning Camp.	4.23	0.738	Very High Agreement
Overall	4.40	0.263	Very High Agreement

Table 11 illustrates teachers' commitment level as volunteers in the National Learning Camp (NLC). The highest-rated indicator, "I feel emotionally connected to the goals and objectives of the National Learning Camp" (Mean = 4.56, SD = 0.551), demonstrates that teachers have a deep sense of personal attachment to the program's mission. This substantial emotional investment enhances their dedication and willingness to contribute beyond their assigned roles. Similarly, "I believe that my involvement in the NLC positively impacts the students' learning experience" (Mean = 4.53, SD = 0.600) reflects the teachers' recognition of their significant role in shaping student learning outcomes.

Conversely, the indicator with the lowest mean score is "I make it a priority to attend all training and meetings related to the National Learning Camp" (Mean = 4.23, SD = 0.738). While still falling within the "Very High Agreement" category, the relatively lower score suggests that some teachers may face challenges attending all required training sessions and meetings, possibly due to scheduling conflicts or workload constraints. Another notable indicator, "I actively promote the importance of the National Learning Camp to my colleagues and the community" (Mean = 4.49, SD = 0.601), highlights teachers' commitment to advocating for the program and encouraging broader participation.

Overall, the mean score of 4.40 (SD = 0.263) signifies a strong level of commitment among teachers, with a consistent willingness to dedicate time, effort, and enthusiasm to the NLC.

A study by Salinas and Vadil (2024) examined public elementary school teachers' commitment and organizational citizenship behavior in Kasibu West District, Nueva Vizcaya. The research found a strong positive correlation between teachers' dedication and willingness to go beyond formal job responsibilities, indicating that committed teachers are more likely to engage in voluntary activities that benefit their schools and communities.

Another relevant study explored the quality of life of secondary school volunteer teachers in remote areas of Sultan Kudarat. The research highlighted that despite facing challenges, these volunteer teachers exhibited high dedication and a strong sense of responsibility towards their roles, emphasizing their commitment to enhancing student learning experiences.

A study on the sociological imagination and volunteerism of teacher education students at Batangas State University revealed a significant relationship between their sociological understanding and their propensity to volunteer. Teachers with a broader social perspective are more likely to engage in volunteer activities driven by an intrinsic motivation to contribute to societal development.

Table 12. *Test of significant difference in the commitment levels of teacher volunteers based on their socio-demographics.*

Variable	Sum of Squares		Mean Square		F/t	p-value
	Between	Within	Between	Within		
Age	.285	7.314	.071	.069	1.031	.395
Sex					.890	.375
Teaching Years	1.140	6.459	.054	.073	.748	.772

Table 12 shows the analysis of the differences in the commitment levels of teacher volunteers based on their socio-demographic characteristics, revealing no significant differences across the examined variables. Age did not significantly affect commitment levels ($F = 1.031$, $p\text{-value} = .395$), suggesting that the commitment of the teacher volunteers is not dependent on their age. Similarly, sex was not a significant factor ($F = .890$, $p\text{-value} = .375$), indicating that male and female teacher volunteers exhibit comparable levels of commitment. Lastly, teaching years also did not yield a significant difference ($F = .748$, $p\text{-value} = .772$), implying that the number of years spent in teaching does not influence the level of commitment among teacher volunteers.

Therefore, the null hypothesis is not rejected. These results suggest that commitment levels remain consistent regardless of age, sex, or teaching experience.

Leon et al. (2023), in their study "Sacrifice and Satisfaction: Exploring The Quality of Life of Public Secondary School Volunteer Teachers in Remote Areas," found that the dedication of volunteer teachers in remote areas of Sultan Kudarat was primarily driven by intrinsic motivation and personal fulfillment rather than demographic factors. Similarly, Diloy (2024), in "Correlation of Teachers' Commitment and Organizational Citizenship Behavior," discovered that teachers' commitment was strongly linked to their sense of organizational citizenship rather than their age, gender, or years of experience. It aligns with the study of an unnamed researcher (2018) on "Volunteerism Intentions for Teaching and Its Implications for Training Needs for K to 12 Curriculum," which indicated that the willingness of college students to volunteer as teachers was influenced by their passion for teaching rather than socio-demographic characteristics.

Table 13. *Test of the significant relationship between the motivational factor/s of teachers that lead them to volunteer in the NLC and commitment levels of teacher volunteers.*

Variable	Coefficient	p-value	Interpretation
Intrinsic Motivation	.022	.819	Not Significant
Passion for Teaching	-.090	.349	Not Significant
Professional Development	-.102	.289	Not Significant
Community Engagement	.076	.429	Not Significant
Recognition and Appreciation	-.033	.731	Not Significant
Networking Opportunities	.192	.044	Significant
Work-Life Balance	-.063	.511	Not Significant
Overall	.001	.994	Not Significant

Table 14 analyzes the relationship between the motivational factors of teachers that led them to volunteer in the National Learning Camp (NLC) and their commitment levels, revealing that most factors did not show a significant correlation. Intrinsic motivation ($r = .022$, $p\text{-value} = .819$), passion for teaching ($r = -.090$, $p\text{-value} = .349$), professional development ($r = -.102$, $p\text{-value} = .289$), community engagement ($r = .076$, $p\text{-value} = .429$), recognition and appreciation ($r = -.033$, $p\text{-value} = .731$), and work-life balance ($r = -.063$, $p\text{-value} = .511$) all demonstrated no significant relationship with commitment levels. These factors do not strongly influence the commitment of teacher volunteers in the NLC.

However, networking opportunities ($r = .192$, $p\text{-value} = .044$) showed a significant positive relationship, indicating that teachers who perceive volunteering as a means to expand their professional network tend to have higher commitment levels. Overall, the combined effect of all motivational factors was insignificant ($r = .001$, $p\text{-value} = .994$), suggesting that commitment levels may be influenced by factors beyond those examined in this study. Therefore, the null hypothesis is not rejected.

Limjuco et al. (2018) investigated individuals' intentions to volunteer as teachers under the K to 12 curriculum. Their study found that approximately 50% of respondents were willing to volunteer, with no significant differences in willingness based on gender. Both male and female educators exhibit comparable levels of commitment to volunteer teaching roles. It supports the current study's finding that sex does not significantly influence commitment levels among teacher volunteers.

Estrera (2024) proposed the "3Cs in Volunteerism" model, emphasizing the importance of competence, connection, and character in service-learning within education. The study highlights that effective volunteerism is not necessarily dependent on demographic factors such as age or years of teaching experience but instead on aligning personal and professional values with the volunteer role. This perspective aligns with the current study's results, indicating that age and teaching experience do not significantly affect commitment

levels among teacher volunteers.

Furthermore, a study on the influence of volunteerism on social entrepreneurship intentions among university students in the Philippines found that engagement in volunteer activities positively impacts students' commitment to social causes.

Conclusions

Based on the findings of this study, it can be concluded that:

The socio-demographic profile of teacher volunteers at the National Learning Camp (NLC) in Pangantucan South District indicates that the majority are young professionals, predominantly female, with limited years of teaching experience. This suggests that younger educators are more inclined to participate in volunteer opportunities, highlighting the need for sustained engagement strategies to retain experienced teachers in such initiatives.

Teacher volunteers demonstrated a very high level of agreement across all motivational factors, with intrinsic motivation emerging as the strongest factor. The high ratings for professional development, networking opportunities, and recognition indicate that teachers value both personal and career growth as part of their volunteer experience. This suggests that fostering an environment that supports professional advancement and appreciation can enhance teacher participation in volunteer activities.

The high commitment levels of NLC volunteers reflect their strong dedication to the program. Their emotional connection to the camp's goals, belief in its impact on student learning, and willingness to go beyond assigned duties indicate that the NLC successfully fosters a sense of responsibility and engagement among volunteers. These findings highlight the importance of maintaining structured support systems to sustain teacher commitment over time.

The absence of significant differences in commitment levels based on socio-demographic factors suggests that commitment to volunteer work is independent of age, sex, or teaching experience. This implies that motivation to volunteer is driven by factors beyond demographic characteristics, reinforcing the importance of fostering an inclusive environment where all teachers, regardless of background, can engage meaningfully.

The lack of a significant overall relationship between motivational factors and commitment levels suggests that while teachers may have strong motivations to volunteer, these do not necessarily translate to varying degrees of commitment. However, the positive correlation between networking opportunities and commitment underscores the role of professional connections in sustaining volunteer engagement. This finding suggests that enhancing networking opportunities within the NLC may help further strengthen teacher commitment.

Since most teacher volunteers are young professionals, it is recommended that the Department of Education and school administrators develop programs that encourage experienced teachers to participate in the National Learning Camp (NLC). Incentives such as professional recognition, leadership roles, and career development opportunities may help sustain engagement across different age groups and levels of experience.

Given the high levels of intrinsic motivation, professional development, and recognition as key motivational factors, it is recommended that the NLC integrate structured professional development programs, mentorship opportunities, and public recognition initiatives. These measures can further encourage teacher participation and enhance the overall volunteer experience.

To sustain the strong commitment of NLC volunteers, it is advised to provide continuous support mechanisms, such as training sessions, mentorship programs, and feedback systems. Creating an inclusive and supportive environment will help maintain their dedication and reinforce their sense of purpose in contributing to student learning.

Since socio-demographic factors such as age, sex, and teaching experience do not significantly influence commitment levels, it is essential to promote inclusive volunteer recruitment strategies. Encouraging a diverse group of educators to participate, regardless of background, will ensure a well-rounded and dynamic volunteer workforce.

As networking opportunities were found to have a significant positive relationship with commitment, it is recommended that the NLC create more avenues for teachers to connect and collaborate. Organizing networking events, peer-learning communities, and collaborative projects can strengthen teacher engagement and long-term participation in volunteer initiatives.

Future studies may explore additional factors that influence teacher commitment beyond the scope of this study. Investigating aspects such as work environment, institutional support, and personal circumstances may provide deeper insights into sustaining teacher volunteerism in education programs.

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