

Sustainability Intentions and Teaching Commitment Among the Faculty of the College of Teacher Education

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Abstract. Sustainability intentions and teaching commitment have become increasingly important in higher education because they influence faculty retention, instructional quality, and the successful implementation of institutional sustainability initiatives. Despite growing attention to sustainability in teacher education, limited empirical studies have simultaneously examined sustainability intentions and teaching commitment among higher education faculty, particularly in local teacher education institutions. This study determined the level of sustainability intentions and teaching commitment among faculty members of the College of Teacher Education at Don Carlos Polytechnic College during the Academic Year 2025–2026. Specifically, it examined sustainability intentions in terms of intention to remain in the teaching profession, long-term career planning in education, and perceived stability of teaching as a career, as well as teaching commitment in terms of dedication to the teaching profession, sense of responsibility toward learners, and willingness to perform teaching-related tasks. It also determined significant differences in these variables when respondents were grouped according to age and gender. Employing a quantitative descriptive research design, the study utilized total enumeration to include all 50 faculty members of the College of Teacher Education. Data were collected using a validated and reliable structured questionnaire and analyzed using weighted mean, independent samples *t*-test, and one-way analysis of variance (ANOVA). The findings revealed that faculty members demonstrated a high level of sustainability intentions and a very high level of teaching commitment across all measured dimensions. Significant differences were observed in selected dimensions when respondents were grouped according to age and gender, indicating that demographic characteristics influence faculty members' professional intentions and commitment. The study concludes that sustaining teachers' professional commitment requires continuous institutional support, career development opportunities, and faculty development programs that strengthen long-term career intentions while enhancing instructional quality and organizational commitment.

Keywords: Career planning; faculty members; higher education; sustainability intentions; teaching commitment

Introduction

Sustainability has become a central priority in higher education as institutions are increasingly expected to prepare graduates who can contribute to sustainable social, economic, and environmental development. As key agents of educational transformation, higher education institutions play a critical role in advancing the Sustainable Development Goals (SDGs) by integrating sustainability principles into teaching, research, extension, and institutional governance. Within teacher education, this responsibility is particularly significant because teacher educators not only impart disciplinary knowledge but also shape the values, attitudes, and professional competencies of future teachers who will eventually promote sustainable development in their own classrooms and communities (Duran & Mariñas, 2024; Westover, 2025).

The successful integration of sustainability in higher education depends largely on faculty members' willingness to remain in the teaching profession, pursue long-term professional growth, and perceive teaching as a stable and meaningful career. These sustainability intentions enable educators to sustain instructional innovation, participate in institutional development initiatives, and contribute to the long-term realization of

organizational goals. Equally important is teachers' commitment to their profession, which is reflected in their dedication to teaching, sense of responsibility toward learners, and willingness to perform professional responsibilities beyond minimum expectations. Faculty members who possess strong professional commitment are more likely to deliver quality instruction, participate in institutional improvement efforts, and adapt to educational reforms that support sustainable development.

Although sustainability and teacher commitment have received increasing scholarly attention, the existing literature has largely examined these constructs independently. Previous studies have primarily focused on sustainability education, environmental attitudes, organizational commitment, and faculty retention, while relatively few investigations have explored how sustainability intentions relate to teaching commitment among higher education faculty. Furthermore, empirical evidence remains limited within Philippine teacher education institutions, particularly in local state and community colleges, where institutional contexts, organizational support, and faculty experiences may differ considerably from those reported in international settings. This gap limits the availability of context-specific evidence that can inform faculty development programs and institutional policies aimed at promoting both sustainability and professional commitment.

Addressing this gap is important because understanding the relationship between sustainability intentions and teaching commitment may provide educational leaders with evidence for designing faculty development initiatives that encourage long-term professional engagement while strengthening institutional sustainability efforts. Insights from this study may also support curriculum enhancement, strategic planning, and policy formulation that foster a committed and sustainable teaching workforce within higher education institutions.

Accordingly, this study aimed to determine the level of sustainability intentions and teaching commitment among faculty members of the College of Teacher Education at Don Carlos Polytechnic College during the Academic Year 2025–2026. Specifically, it examined sustainability intentions in terms of intention to remain in the teaching profession, long-term career planning, and perceived career stability, as well as teaching commitment in terms of dedication, responsibility, and willingness to perform teaching-related responsibilities. Furthermore, the study determined whether significant differences exist in these variables when respondents are grouped according to selected demographic characteristics and examined the significant relationship between sustainability intentions and teaching commitment.

Research Questions

This study aimed to determine the level of sustainability intentions and teaching commitment among the faculty members of the College of Teacher Education at Don Carlos Polytechnic College during the Academic Year 2025–2026. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 age; and
 - 1.2 gender?
2. What is the level of sustainability intentions among the faculty members in terms of:
 - 2.1 intention to remain in the teaching profession;
 - 2.2 long-term career planning in education; and
 - 2.3 perceived stability of teaching as a career?
3. What is the level of teaching commitment among the faculty members in terms of:
 - 3.1 dedication to the teaching profession;
 - 3.2 sense of responsibility toward learners; and
 - 3.3 willingness to perform teaching-related responsibilities?
4. Is there a significant difference in sustainability intentions when the respondents are grouped according to age?
5. Is there a significant difference in sustainability intentions when the respondents are grouped according to gender?
6. Is there a significant difference in teaching commitment when the respondents are grouped according to age?
7. Is there a significant difference in teaching commitment when the respondents are grouped according to gender?
8. Is there a significant relationship between sustainability intentions and teaching commitment among the faculty members?

Scope and Delimitation of the Study

This study focused on sustainability intentions and teaching commitment among the 50 full-time faculty members of the College of Teacher Education at Don Carlos Polytechnic College during Academic Year

2025–2026. It examined sustainability intentions in terms of intention to remain in the teaching profession, long-term career planning in education, and perceived stability of teaching as a career, and teaching commitment in terms of dedication to the teaching profession, sense of responsibility toward learners, and willingness to perform teaching-related responsibilities. It also examined differences in these variables according to age and gender and the relationship between sustainability intentions and teaching commitment. The study employed a quantitative descriptive-correlational design and total enumeration sampling. It was limited to full-time CTE faculty members and relied on self-reported questionnaire data. Students, administrators, non-teaching personnel, and faculty from other academic units were excluded. Other factors such as job satisfaction, organizational commitment, leadership, workload, and faculty well-being were beyond the scope of the study. The findings are limited to the context of Don Carlos Polytechnic College and should not be generalized to other institutions without consideration of contextual differences.

Literature Review

Intention to Remain in the Teaching Profession

Teachers' intention to remain in the teaching profession refers to their commitment and willingness to continue teaching as a long-term career despite workplace demands and challenges. It is an important indicator of teacher retention because teachers' intentions to stay are closely associated with professional commitment, job satisfaction, organizational conditions, and career experiences (Gundlach et al., 2024; Ismail et al., 2026). Recent evidence shows that teacher retention is a multidimensional process shaped by personal, professional, and institutional factors. In a systematic review of 16 empirical studies, Ismail et al. (2026) found that supportive leadership, collegial relationships, recognition, career fit, and opportunities for professional development were associated with stronger satisfaction, engagement, and intentions to remain, whereas stress, heavy workload, weak institutional support, limited advancement opportunities, and attractive alternatives outside education were associated with stronger intentions to leave. Similarly, a large meta-analysis of teacher turnover and retention research found that factors associated with teachers' retention and turnover intentions vary in strength and that intended retention does not always correspond directly to actual retention behavior (Gundlach et al., 2024). Other research has demonstrated that job satisfaction and positive workplace climate are associated with lower turnover intentions, highlighting the importance of supportive and healthy organizational environments (Lei et al., 2024). Professional development may also contribute to teachers' persistence and resilience when development opportunities are appropriately aligned with teachers' needs and institutional conditions (Abou Assali et al., 2024). In the Philippine context, Anog et al. (2024) found that working conditions, administrative support, professional growth, school commitment, and job satisfaction were associated with teacher retention, demonstrating the relevance of organizational and professional factors within the local educational setting. For higher education, research among faculty members likewise indicates that job satisfaction and organizational commitment are important determinants of intent to stay, while leadership, organizational support, autonomy, workload, and job stress may influence retention directly or indirectly (Myint et al., 2024). Thus, teachers' intention to remain may be understood as a multidimensional construct influenced by institutional support, leadership, professional development, job satisfaction, organizational climate, commitment, workload, and opportunities for career growth. However, further context-specific research is needed to examine these factors among faculty members in Philippine higher education institutions, particularly teacher education institutions, thereby providing empirical evidence relevant to faculty sustainability and long-term institutional development.

Long-Term Career Planning in Education

Long-term career planning in education refers to teachers' efforts to achieve professional goals through continuous learning, career advancement, leadership development, and sustained commitment to the teaching profession. It includes pursuing higher education, acquiring new competencies, assuming leadership roles, and engaging in professional development. In higher education, long-term career planning strengthens faculty competence, supports leadership succession, and contributes to institutional sustainability. Recent studies consistently highlight the importance of professional development and organizational support in fostering long-term career growth. Brouhier et al. (2026) found that collaborative learning, mentoring, reflective practice, and workplace-embedded professional development are more effective in sustaining teachers' professional growth than isolated training programs. Similarly, Chudgar and Choi (2026), in a study across 46 education systems, reported that organizational support—including adequate time for training, study leave, financial assistance, and administrative support—significantly enhances teachers' career progression, while excessive workload and limited resources hinder long-term professional growth. In the Philippine context,

Prosia and Escarlos (2026) emphasized that clearly defined promotion systems, lifelong learning opportunities, and competency-based professional development encourage teachers to invest in long-term career planning and strengthen organizational commitment. Likewise, Sims et al. (2021) found that continuous, collaborative, and content-focused professional development not only improves instructional practice but also reinforces teachers' commitment to ongoing career development. Supporting these findings, Xu et al. (2026) reported that perceived organizational support increases teachers' career satisfaction and professional engagement, encouraging them to pursue long-term growth within their institutions. Overall, the literature indicates that long-term career planning is shaped by continuous professional development, supportive leadership, organizational culture, and clear career advancement opportunities. Such planning benefits not only individual teachers but also higher education institutions by promoting instructional innovation, research productivity, leadership succession, and institutional sustainability. However, limited research has examined long-term career planning as a dimension of sustainability intentions among faculty members in Philippine higher education institutions, particularly in local and community colleges. This gap justifies the present study, which investigates long-term career planning in relation to teaching commitment among faculty members of the College of Teacher Education at Don Carlos Polytechnic College.

Discipline and Behaviour Management

Discipline and Behaviour management is a key dimension of classroom management that establishes behavioral expectations necessary for effective teaching and learning. Contemporary approaches emphasize proactive and supportive strategies that encourage positive Behaviour rather than punitive discipline, thereby fostering safe, orderly, and engaging learning environments. Research consistently highlights the importance of effective behaviour management. Duan et al. (2024) found that teachers with higher classroom management self-efficacy are more effective in managing disruptive behaviors and maintaining positive classroom environments. In the Philippine context, Paterez and Marcia (2025) reported that positive reinforcement, clear classroom rules, and social-emotional learning significantly improved learners' behaviour and character development. Likewise, Millado (2025) found that proactive classroom management positively influences learner engagement and classroom behaviour, while Marquez and Oropa (2025) emphasized that effective classroom management helps teachers address disciplinary challenges. Henry (2026) further demonstrated that collaborative instructional technologies reduce disruptive behaviours while increasing learner engagement.

Perceived Stability of Teaching as a Career

Perceived stability of teaching as a career refers to educators' belief that teaching offers long-term employment security, career continuity, professional recognition, and opportunities for sustained personal and professional growth. Teachers who perceive teaching as a stable career are more likely to remain committed to the profession, pursue continuous professional development, and contribute to institutional goals. In higher education, these perceptions strengthen organizational commitment, job satisfaction, and participation in initiatives that promote institutional sustainability. Recent studies consistently identify job security, organizational support, and career satisfaction as key determinants of perceived career stability. Ismail et al. (2026), in a systematic review of 16 empirical studies, found that supportive leadership, professional recognition, career advancement opportunities, and positive collegial relationships strengthen teachers' perceptions of career stability. Conversely, excessive workload, limited promotion opportunities, weak institutional support, and attractive career alternatives reduce teachers' confidence in the long-term viability of the profession. Similarly, Vo et al. (2026) reported that teachers who perceive teaching as meaningful and professionally rewarding demonstrate higher levels of job satisfaction, organizational commitment, and intention to remain in the profession. In the Philippine context, Timola and Bolen-Amparo (2026) found that job satisfaction significantly predicts teacher engagement and organizational commitment, highlighting the importance of supportive school environments in reinforcing career stability. Likewise, Estrella et al. (2026) reported that teacher education graduates with favorable employment outcomes and positive workplace experiences are more likely to view teaching as a stable and rewarding career. Complementing these findings, Ganade et al. (2026) found that intrinsic commitment, supportive leadership, meaningful relationships with learners, and institutional recognition sustain teachers' long-term commitment despite workplace challenges. Overall, the literature suggests that perceived career stability extends beyond employment security and is shaped by organizational support, career satisfaction, professional identity, and opportunities for career advancement. These factors not only encourage teachers to remain in the profession but also contribute to institutional sustainability by fostering a committed and competent academic workforce. However, limited research has examined perceived stability of teaching as a dimension of sustainability intentions among faculty members in Philippine higher education institutions, particularly in local colleges and teacher education institutions. This gap justifies the present study, which investigates perceived career

stability in relation to teaching commitment among faculty members of the College of Teacher Education at Don Carlos Polytechnic College.

Teaching Commitment

Teaching commitment is a multidimensional construct that reflects teachers' dedication to their profession, sustained investment in instructional responsibilities, and willingness to pursue educational goals despite workplace demands. It encompasses professional identity, motivation, emotional attachment, responsibility, and the willingness to remain engaged in teaching-related work. Recent research indicates that teaching commitment is shaped by both individual and organizational conditions. Teachers' professional identity and motivation to teach are associated with greater work satisfaction, lower emotional exhaustion, and stronger engagement with teaching, including among university teachers (Vermote et al., 2024). Similarly, school support, meaningful work, and self-actualization have been identified as important factors associated with teachers' commitment, suggesting that supportive institutional environments can strengthen teachers' psychological attachment to their work (Suyatno et al., 2022). Research also indicates that teachers' autonomy, professional learning, and positive work environments can contribute to stronger commitment, while organizational conditions may influence teachers' willingness to remain engaged in their profession (Ahakwa, 2024). In the Philippine context, school commitment has likewise been associated with job satisfaction and teacher retention, highlighting the importance of supportive working conditions, administrative support, and professional growth opportunities (Anog et al., 2024). For higher education, recent evidence further demonstrates that professional identity is positively associated with teaching commitment among college instructors in the Philippines, emphasizing the relevance of identity and career experiences in understanding faculty commitment (Dimatingkal & Imperial, 2026). Thus, teaching commitment may be understood as the result of the interaction between teachers' professional identity, motivation, institutional support, leadership, autonomy, work environment, professional development, and meaningful work. Strong teaching commitment can support sustained instructional engagement and contribute to educational quality and institutional continuity; however, further research is needed to examine how these factors operate among faculty members in Philippine higher education institutions, particularly in teacher education contexts.

Dedication to the Teaching Profession

Dedication to the teaching profession refers to teachers' enduring commitment to their professional responsibilities, passion for teaching, and willingness to invest time, effort, and expertise in supporting students' learning and development. It reflects intrinsic motivation, professional identity, and a strong sense of purpose that encourages educators to remain engaged despite the demands of the profession. Recent studies consistently identify intrinsic motivation as a primary foundation of teachers' professional dedication. Rohmah and Izzati (2026), drawing on Self-Determination Theory, found that personal fulfillment, enjoyment of teaching, and contributing to students' growth have a stronger and more lasting influence on teachers' commitment than external rewards alone. Similarly, Rushton et al. (2023), in a systematic review of 412 studies, reported that a strong professional identity enhances teachers' resilience, commitment, and intention to remain in the profession. They further emphasized that professional identity develops through reflective practice, collaboration, and professional learning. Recent evidence also highlights the role of institutional support in strengthening teachers' dedication. A systematic review published in *Frontiers in Education* (2026) found that supportive leadership, professional development, and collaborative work environments reinforce teachers' professional identity and long-term commitment. Likewise, Martono et al. (2026) reported that supportive school culture, effective leadership, and positive professional relationships increase teacher engagement and instructional effectiveness. Supporting these findings, Ismail et al. (2026) found that leadership support, recognition, collegial relationships, and career advancement opportunities significantly strengthen teachers' professional commitment and intention to remain in teaching. Overall, the literature indicates that dedication to the teaching profession is shaped by the combined influence of intrinsic motivation, professional identity, supportive organizational environments, and opportunities for professional development. Such dedication enhances instructional quality, faculty retention, and institutional effectiveness. However, limited research has examined dedication as a dimension of teaching commitment among faculty members in Philippine higher education institutions, particularly in local and community colleges. Furthermore, few studies have explored its relationship with sustainability intentions, highlighting the need for the present study among faculty members of the College of Teacher Education at Don Carlos Polytechnic College.

Sense of Responsibility Toward Learners

Teachers' sense of responsibility toward learners refers to their professional and ethical commitment to promote students' academic achievement, personal development, and well-being. It extends beyond

delivering instruction to creating inclusive, supportive, and learner-centered environments that address students' diverse needs. This dimension of teaching commitment reflects teachers' willingness to take responsibility for learners' success and continuously improve their instructional practices. Recent literature consistently identifies teachers' sense of responsibility as a key determinant of instructional effectiveness. Teachers are expected to facilitate meaningful learning experiences, provide individualized support, and foster inclusive classrooms that encourage active participation and lifelong learning. These responsibilities require learner-centered approaches that recognize students' diverse abilities, backgrounds, and learning needs. Bakhytzhmal et al. (2026) found that teachers' commitment to learners is demonstrated through inclusive teaching, differentiated instruction, scaffolding, and collaborative learning, which contribute to students' academic achievement, social participation, and well-being. However, the authors noted that inadequate training, limited instructional resources, and large class sizes may hinder teachers' ability to fully implement learner-centered practices. Similarly, Rapisa et al. (2026) reported that instructional competence, classroom management, differentiated instruction, and responsiveness to learners' needs enable teachers to effectively support diverse learners and create equitable learning environments. Research on learner-centered pedagogy further highlights teachers' responsibility toward students. Bremner et al. (2022) found that learner-centered teaching promotes active participation, critical thinking, collaboration, and learner autonomy, while Li et al. (2021) reported that learner-centered instructional approaches significantly improve students' academic achievement and engagement. Likewise, Zhang et al. (2026) concluded that teachers with higher self-efficacy demonstrate greater instructional persistence, learner responsiveness, and commitment to addressing students' academic and socio-emotional needs. Overall, the literature indicates that teachers' sense of responsibility toward learners is reflected in their commitment to learner-centered instruction, inclusive education, differentiated teaching, and continuous instructional improvement. This commitment enhances student engagement, academic achievement, and holistic development. However, limited research has examined this dimension among faculty members in Philippine higher education institutions, particularly in local and community colleges. Furthermore, few studies have explored its relationship with sustainability intentions, highlighting the need for the present study among faculty members of the College of Teacher Education at Don Carlos Polytechnic College.

Willingness to Perform Teaching-Related Responsibilities

Willingness to perform teaching-related responsibilities refers to teachers' readiness to carry out professional duties beyond classroom instruction, including research, extension services, curriculum development, institutional governance, faculty development, and community engagement. In higher education, these responsibilities support the core functions of instruction, research, extension, and service, contributing to institutional effectiveness and sustainability. Faculty members who willingly undertake these roles demonstrate stronger professional commitment, organizational citizenship, and accountability to institutional goals. Recent studies consistently identify faculty engagement as a key factor influencing teachers' willingness to perform professional responsibilities. Rawat et al. (2026), in a systematic review of 70 studies, found that highly engaged faculty members demonstrate greater commitment to teaching, research, institutional service, and professional collaboration. The review further highlighted that supportive leadership, professional development opportunities, recognition, and positive organizational culture encourage faculty participation beyond minimum job requirements. Similarly, Martono et al. (2026) reported that supportive school culture, leadership, self-efficacy, job satisfaction, and professional development strengthen teachers' willingness to contribute to instructional improvement and institutional initiatives. Beyond teaching, faculty participation in research and extension is essential to higher education. Angco (2026) found that successful extension programs depend on faculty members' active involvement in community engagement, interdisciplinary collaboration, and capacity-building activities, thereby enhancing institutional relevance and sustainability. Likewise, Osman et al. (2026) emphasized that teachers' willingness to assume professional responsibilities is reflected through ethical conduct, pedagogical expertise, mentoring, and active participation in institutional activities, which contribute to educational quality and institutional culture. Teacher retention research also supports these findings. Ismail et al. (2026) reported that supportive leadership, career advancement opportunities, and positive organizational climates encourage teachers to participate actively in teaching, curriculum development, professional learning, and institutional service. Conversely, excessive workload, inadequate recognition, and limited organizational support reduce teachers' willingness to assume responsibilities beyond their instructional duties. Overall, the literature indicates that willingness to perform teaching-related responsibilities is shaped by professional engagement, organizational support, leadership, and opportunities for career development. Faculty members who actively contribute to teaching, research, extension, and institutional service strengthen educational quality, organizational effectiveness, and institutional sustainability. However, limited research has examined this dimension of teaching commitment among faculty members in Philippine higher education institutions, particularly in local and community

colleges. Furthermore, few studies have explored its relationship with sustainability intentions, highlighting the need for the present study among faculty members of the College of Teacher Education at Don Carlos Polytechnic College.

Methodology

Research Design

This study employed a quantitative descriptive-correlational research design. The descriptive component was used to determine the level of sustainability intentions and teaching commitment among faculty members of the College of Teacher Education at Don Carlos Polytechnic College. Specifically, it assessed sustainability intentions in terms of intention to remain in the teaching profession, long-term career planning in education, and perceived stability of teaching as a career, and teaching commitment in terms of dedication to the teaching profession, sense of responsibility toward learners, and willingness to perform teaching-related responsibilities. The correlational component examined the significant relationship between sustainability intentions and teaching commitment. It also determined whether significant differences existed in these variables when respondents were grouped according to selected demographic characteristics. This research design was appropriate because it allows for the systematic description of existing conditions while examining relationships among variables without manipulating them. It is well suited for investigating naturally occurring educational phenomena and generating empirical evidence that can inform educational policies and institutional practices (Creswell & Creswell, 2018; Saunders et al., 2023).

Research Locale

This study was conducted at Don Carlos Polytechnic College (DCPC), a local government-funded higher education institution located in Poblacion Norte, Don Carlos, Bukidnon, Philippines. The institution is committed to providing accessible and quality higher education through instruction, research, extension, and community engagement. The study specifically focused on the College of Teacher Education (CTE), which prepares future educators through undergraduate teacher education programs that emphasize pedagogical competence, research, and professional responsibility. The College of Teacher Education regularly implements faculty development programs, curriculum enhancement initiatives, and quality assurance activities to strengthen instructional effectiveness and promote institutional sustainability. Don Carlos Polytechnic College was selected as the study locale because of its strong commitment to faculty development and sustainable institutional growth. Examining the sustainability intentions and teaching commitment of its faculty members provides valuable evidence that can guide institutional policies, faculty development programs, and strategic initiatives aimed at improving teacher retention, professional commitment, and organizational sustainability.

Research Participants

The participants of this study consisted of 50 full-time faculty members from the College of Teacher Education (COTE) of Don Carlos Polytechnic College during the Academic Year 2025–2026 who were actively engaged in teaching and other academic responsibilities. The participants represented the various teacher education programs offered by the college and possessed diverse professional backgrounds and teaching experiences. The participants were selected because they are directly involved in the institution's core functions of instruction, research, extension, and community service. As teacher educators, they contribute to educational sustainability and institutional development through teaching, curriculum implementation, faculty development, and community engagement. Their experiences and perspectives provided relevant information for assessing sustainability intentions and teaching commitment. Participation in the study was voluntary. Before data collection, participants were informed of the study's purpose, assured of the confidentiality of their responses, and asked to provide informed consent. Only faculty members who voluntarily agreed to participate were included in the study.

Research Instrument

This study utilized a researcher-developed questionnaire to measure the sustainability intentions and teaching commitment of faculty members in the College of Teacher Education at Don Carlos Polytechnic College. The instrument was developed based on an extensive review of related literature and validated instruments on teacher retention, sustainability intentions, and teaching commitment to ensure content relevance and construct validity. The questionnaire consisted of two parts. Part I gathered the respondents' demographic profile, specifically age and gender, which served as the basis for comparative analyses. Part II measured the study variables using a five-point Likert scale. Sustainability intentions were assessed through three dimensions: (1) intention to remain in the teaching profession, (2) long-term career planning in education, and (3) perceived stability of teaching as a career. Teaching commitment was measured through (1)

dedication to the teaching profession, (2) sense of responsibility toward learners, and (3) willingness to perform teaching-related responsibilities. The instrument underwent content validation by four experts in teacher education, educational management, quantitative research, and instrument development. They evaluated each item for clarity, relevance, coherence, and representativeness, and their recommendations were incorporated to improve the instrument before pilot testing. The revised questionnaire was pilot-tested with 30 respondents who had characteristics similar to the target population but were excluded from the actual study. Internal consistency was assessed using Cronbach's alpha, yielding an overall reliability coefficient of 0.915, which indicates excellent internal consistency (Taber, 2018). This result confirmed that the instrument was reliable for data collection. Responses were measured using a five-point Likert scale: 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, and 1 – Strongly Disagree. Higher scores indicated higher levels of sustainability intentions and teaching commitment.

Data Gathering Procedure

Prior to data collection, the researcher secured approval from the appropriate authorities of Don Carlos Polytechnic College. A formal request to conduct the study was submitted to the Office of the College Dean and other concerned administrators. Upon approval, coordination was made with the College of Teacher Education to facilitate the administration of the questionnaire. Before distributing the instrument, the respondents were informed of the study's purpose, objectives, and significance. They were provided with an informed consent form explaining that participation was voluntary and that they could withdraw from the study at any time without penalty. The respondents were also assured that their responses would remain confidential, used solely for research purposes, and reported only in aggregate form. The validated and pilot-tested questionnaire was personally administered to the 50 faculty members of the College of Teacher Education during the Academic Year 2025–2026. The researcher explained the instructions for completing the questionnaire and addressed any questions raised by the participants. Adequate time was provided to ensure accurate and complete responses. After the questionnaires were retrieved, the responses were checked for completeness and consistency. The data were then encoded, verified, and organized for analysis. Data cleaning procedures were conducted to identify and correct incomplete responses, encoding errors, and inconsistencies before statistical treatment. Throughout the study, the researcher adhered to ethical standards in educational research by ensuring voluntary participation, informed consent, confidentiality, data privacy, and the accurate and responsible reporting of research findings.

Results and Discussions

Research Question 1: What is the demographic profile of the respondents in terms of age and gender?

Table 1. Demographic profile of the respondents in terms of age

	Age	Frequency	Percentage
1.	20-25	5	10.00%
2.	26-30	24	48.00%
3.	31-35	9	18.00%
4.	36-40	3	6.00%
5.	41-45	4	8.00%
6.	46-50	3	6.00%
7.	51 Above	2	4.00%
	Total	50	100.00%

Table 1 shows that nearly half of the respondents were aged 26–30 years (24 or 48.00%), followed by those aged 31–35 years (9 or 18.00%) and 20–25 years (5 or 10.00%). Respondents aged 41–45 years comprised 8.00%, while those aged 36–40 and 46–50 years each accounted for 6.00%. The smallest group was those aged 51 years and above, with 2 respondents (4.00%). Overall, the respondents were predominantly young faculty members aged 26–35 years, suggesting a relatively early-career academic workforce. This profile may indicate a strong potential for professional growth, innovation, and continued skills development. At the same time, it highlights the importance of institutional support, career development opportunities, and retention strategies to sustain the long-term commitment of younger faculty members.

Table 2. Demographic profile of the respondents in terms of Gender

	Gender	Frequency	Percentage
	Male	20	40.00%
	Female	30	60.00%
	Total	50	100.00%

Table 2 shows that 30 respondents (60.00%) were female, while 20 (40.00%) were male, indicating that female faculty members comprised the majority of the respondents. The distribution reflects representation from both genders, although the findings include a larger proportion of female faculty members. This composition provides a basis for examining potential gender differences in sustainability intentions and teaching commitment while reflecting the demographic profile of the College of Teacher Education.

Research Question 2: What is the level of sustainability intentions of the faculty of the college of teacher education in terms of Intention to remain in the teaching profession; Long-term career planning in education; and Perceived stability of teaching as a career?

Table 3. Level of sustainability Intention to remain in the teaching profession

	Statement	Mean	Quantitative Interpretation	Qualitative Interpretation
1.	I plan to grow professionally within the education sector	4.41	Agree	High sustained
2.	I intend to stay in the teaching profession.	4.41	Agree	High sustained
3.	I plan to pursue long term employment in education.	4.33	Agree	High sustained
4.	I see myself teaching for many years.	4.27	Agree	High sustained
5.	I Intend to continue teaching despite challenges.	4.27	Agree	High sustained
6.	I motivated to remain in the teaching profession.	4.25	Agree	High sustained
7.	I am committed to remaining in the teaching profession.	4.22	Agree	High sustained
8.	I believe teaching will be my lifelong profession.	4.18	Agree	High sustained
9.	I see teaching as a stable career choice for me.	4.16	Agree	High sustained
10.	I feel confident about my future in teaching	4.16	Agree	High sustained
11.	I am unlikely to shift to a non-teaching career.	4.08	Agree	High sustained
	Overall Mean	4.25	Agree	High sustained

Table 3 shows that faculty members demonstrated a high level of intention to remain in the teaching profession (Overall Mean = 4.25, Agree; High Sustained). This indicates that respondents generally view teaching as a meaningful career and intend to continue in the profession despite its demands and challenges. The highest-rated indicators were "I plan to grow professionally within the education sector" and "I intend to stay in the teaching profession" (both M = 4.41), followed by "I plan to pursue long-term employment in education" (M = 4.33). These results suggest strong commitment to professional growth and long-term careers in education. Similarly, "I see myself teaching for many years" and "I intend to continue teaching despite challenges" (both M = 4.27) indicate perseverance and commitment to career continuity. The lowest-rated indicator was "I am unlikely to shift to a non-teaching career" (M = 4.08), followed by "I see teaching as a stable career choice for me" and "I feel confident about my future in teaching" (both M = 4.16). Although still categorized as High Sustained, these results suggest some reservations regarding long-term career stability and future opportunities. Institutional support in career advancement, faculty development, and professional recognition may help address these concerns. Overall, the findings demonstrate that faculty members have a strong intention to remain in teaching, supported by professional growth aspirations, resilience, and career commitment. Strengthening career pathways and institutional support may further reinforce their long-term commitment. These findings are consistent with Ismail et al. (2026), who identified supportive leadership, professional recognition, career advancement, and professional development as important factors in teachers' retention. Leithwood (2026) likewise emphasized the role of positive organizational environments in strengthening job satisfaction and long-term professional engagement. Similarly, Brouhier et al. (2026) found that continuous professional learning, mentoring, and workplace-supported career development promote sustained teaching careers. Collectively, these studies support the present finding that professional growth and supportive institutional conditions contribute to teachers' intention to remain in the profession.

Table 4. Level of Sustainability Intentions in Terms of Long-Term Career Planning in Education

	Statement	Mean	Quantitative Interpretation	Qualitative Interpretation
1.	I value continuous learning for career development in teaching.	4.65	Strongly Agree	Very High sustained
2.	I engage in activities that support my career advancement	4.59	Strongly Agree	Very High sustained
3.	I align my academic efforts with my teaching career goals.	4.53	Strongly Agree	Very High sustained
4.	I seek opportunities that support my teaching career.	4.47	Agree	High sustained
5.	I actively plan my professional growth in education.	4.47	Agree	High sustained
6.	I prepare myself for teaching responsibilities.	4.47	Agree	High sustained
7.	I invest developing skills needed for long term teaching.	4.41	Agree	High sustained
8.	I am intentional about building a sustainable career.	4.29	Agree	High sustained
9.	I set long term career goals related to teaching.	4.29	Agree	High sustained
10.	I regularly reflect on my career goals in education.	4.29	Agree	High sustained
	Overall Mean	4.45	Agree	High sustained

Table 4 shows that faculty members demonstrated a high level of long-term career planning in education (Overall Mean = 4.45, Agree), indicating strong commitment to continuous learning, career advancement, and professional development. The highest-rated indicator was "I value continuous learning for career development in teaching" (M = 4.65, Very High Sustained), followed by "I engage in activities that support my career advancement" (M = 4.59) and "I align my academic efforts with my teaching career goals" (M = 4.53). These findings suggest that faculty members actively value lifelong learning and align their professional development with their teaching careers. The lowest-rated indicators were "I am intentional about building a sustainable career," "I set long-term career goals related to teaching," and "I regularly reflect on my career goals in education" (all M = 4.29, High Sustained). While still rated highly, these results suggest opportunities to strengthen systematic career planning and reflective professional development. Institutional initiatives such as mentoring, individualized development plans, and structured career pathways may help address this area. Overall, the findings indicate that faculty members demonstrate strong professional aspirations and commitment to continuous career development. Their emphasis on lifelong learning and career advancement reflects a positive orientation toward sustaining their teaching careers and contributing to institutional development. These findings are consistent with Brouhier et al. (2026), who emphasized continuous professional learning, mentoring, and workplace-based development as important to long-term career growth. Chudgar and Choi (2026) likewise found that organizational support and access to professional development facilitate teachers' career progression. Prosia and Escarlos (2026) highlighted the importance of clear career pathways and lifelong learning, while Sims et al. (2021) reported that sustained, collaborative professional development strengthens teachers' commitment to career development. Similarly, Xu et al. (2026) found that perceived organizational support enhances teachers' career satisfaction and professional growth. Collectively, these studies support the present findings that continuous learning, organizational support, and structured career opportunities contribute to sustainable career development in education.

Table 5. Level of Sustainability Intentions in Terms of Perceived Stability of Teaching as a Career

	Statement	Mean	Quantitative Interpretation	Qualitative Interpretation
1.	I believe teaching allows for continuous career growth.	4.35	Agree	High sustained
2.	I believe teaching provides consistent career opportunities.	4.24	Agree	High sustained
3.	I see teaching as resilient to economic changes.	4.16	Agree	High sustained
4.	I feel teaching offers dependable professional prospects.	4.14	Agree	High sustained
5.	I see teaching as a reliable source of livelihood.	4.12	Agree	High sustained
6.	I believe teaching provides stable employment opportunities.	4.12	Agree	High sustained
7.	I perceive teaching as a stable and enduring profession.	4.08	Agree	High sustained
8.	I feel confident about the stability of the teaching profession.	4.06	Agree	High sustained
9.	I trust teaching as a sustainable career option.	4.04	Agree	High sustained
10.	I believe teaching can support long term personal stability.	3.98	Agree	High sustained
	Overall Mean	4.13	Agree	High sustained

Table 5 shows that faculty members demonstrated a high level of perceived stability of teaching as a career (Overall Mean = 4.13, Agree; High Sustained). This indicates that respondents generally view teaching as a stable and sustainable profession with opportunities for long-term career development. The highest-rated indicator was "I believe teaching allows for continuous career growth" (M = 4.35), followed by "I believe teaching provides consistent career opportunities" (M = 4.24) and "I see teaching as resilient to economic changes" (M = 4.16). These findings suggest that faculty members recognize teaching as a career that offers professional development, advancement, and relatively stable employment opportunities. The lowest-rated indicators were "I believe teaching can support long-term personal stability" (M = 3.98), "I trust teaching as a sustainable career option" (M = 4.04), and "I feel confident about the stability of the teaching profession" (M = 4.06). Although these remained within the High Sustained category, they suggest some reservations about long-term personal and financial security, possibly related to compensation, workload, career advancement, and broader socioeconomic conditions. Overall, the findings indicate that faculty members generally perceive teaching as a dependable and sustainable career, particularly because of its opportunities for continuous professional growth. However, strengthening career progression, institutional support, and favorable working conditions may further enhance their confidence in the profession's long-term stability. These findings are consistent with Ismail et al. (2026), who found that supportive leadership, professional recognition, career advancement, and positive organizational environments strengthen perceptions of teaching as a stable career. Vo et al. (2026) likewise reported that meaningful work combined with supportive institutional conditions enhances job satisfaction and organizational commitment. In the Philippine context, Timola and Bolen-Amparo (2026) linked job satisfaction with teacher engagement and organizational commitment, while Estrella et al. (2026) found that favorable employment experiences and career satisfaction reinforce perceptions of teaching as a stable and rewarding career. Ganade et al. (2026) further emphasized the role of supportive leadership, professional fulfillment, and positive institutional relationships in sustaining teachers' commitment to the profession.

Table 6. Summary of the Level of Sustainability Intentions

	Variables	Mean	Quantitative Interpretation	Qualitative Interpretation
1.	Intentions to remain in the teaching profession	4.25	Agree	High Sustained
2.	Long term career planning in education	4.45	Agree	High Sustained
3.	Perceived stability of teaching as a career	4.13	Agree	High Sustained
	Overall Mean	4.27	Agree	High Sustained

Table 6 shows that faculty members demonstrated a high level of sustainability intentions (Overall Mean = 4.27, Agree; High Sustained), indicating strong commitment to sustaining their careers in education. Among the three dimensions, Long-Term Career Planning in Education obtained the highest mean ($M = 4.45$), followed by Intention to Remain in the Teaching Profession ($M = 4.25$) and Perceived Stability of Teaching as a Career ($M = 4.13$). The highest rating for long-term career planning indicates that faculty members strongly value continuous learning, professional development, and career advancement. The high rating for intention to remain further reflects their commitment to continuing their teaching careers despite professional challenges. Meanwhile, the comparatively lower rating for perceived career stability, although still High Sustained, suggests some reservations regarding long-term career security, financial stability, and future professional opportunities. Overall, the findings demonstrate that faculty members possess strong sustainability intentions, characterized by professional growth, commitment to teaching, and positive career outlooks. Nevertheless, strengthening institutional support, career development opportunities, professional recognition, and faculty welfare may further reinforce their confidence in sustaining long-term careers within the institution. These findings are consistent with Brouhier et al. (2026), who emphasized continuous professional learning, mentoring, and workplace-supported development as important factors in sustaining teachers' careers. Chudgar and Choi (2026) likewise highlighted organizational support and professional development as drivers of career progression. Similarly, Ismail et al. (2026) found that supportive leadership, professional recognition, and career advancement strengthen teachers' intention to remain in the profession. Vo et al. (2026) and Timola and Bolen-Amparo (2026) further emphasized that favorable working conditions, job satisfaction, and organizational commitment contribute to career stability and sustained professional engagement. Collectively, these studies support the present finding that sustainability intentions are strengthened by continuous professional development, supportive institutional environments, and opportunities for career advancement.

Research Question 3: What is the level of teaching commitment of the faculty of the college of teacher education in terms of Dedication to the teaching profession, Sense of responsibility toward learners; and Willingness to perform teaching-related tasks?

Table 7. Level of Teaching Commitment in Terms of Dedication to the Teaching Profession

Statement	Mean	Quantitative Interpretation	Qualitative Interpretation
1. I view teaching as an honorable profession.	4.69	Strongly Agree	Very High Commitment
2. I value the role of teachers in society.	4.53	Strongly Agree	Very High Commitment
3. I consider teaching a meaningful profession.	4.51	Agree	Very High Commitment
4. I am proud to pursue a career in teaching.	4.47	Agree	High Commitment
5. I feel motivated to serve as a teacher.	4.47	Agree	High Commitment
6. I feel a strong sense of belonging to the teaching profession.	4.45	Agree	High Commitment
7. I intend to build my professional Identity as a teacher.	4.41	Agree	High Commitment
8. I enjoy activities related to teaching and learning.	4.39	Agree	High Commitment
9. I identify myself strongly with the teaching profession.	4.39	Agree	High Commitment
10. I feel passionate about being a teacher.	4.39	Agree	High Commitment
11. I believe teaching aligns with my personal values.	4.24	Agree	High Commitment
12. I see teaching as my primary career choice.	4.0	Agree	High Commitment
Overall Mean	4.42	Agree	High Commitment

Table 7 shows that faculty members demonstrated a high level of dedication to the teaching profession (Overall Mean = 4.42, Agree; High Commitment). This indicates that respondents regard teaching as a meaningful vocation and remain committed to fulfilling their professional responsibilities and contributing to learners' development and institutional goals. The highest-rated indicator was "I view teaching as an honorable profession" ($M = 4.69$), followed by "I value the role of teachers in society" ($M = 4.53$) and "I consider teaching a meaningful profession" ($M = 4.51$). These results reflect strong professional identity and intrinsic appreciation of teaching as a profession centered on purpose, service, and contribution to society. Likewise, "I

am proud to pursue a career in teaching" and "I feel motivated to serve as a teacher" (both $M = 4.47$) indicate positive professional attitudes and motivation. The lowest-rated indicator was "I see teaching as my primary career choice" ($M = 4.00$), followed by "I believe teaching aligns with my personal values" ($M = 4.24$). Although both remained within the High Commitment category, they suggest that some faculty members may consider other personal or professional factors in their long-term career decisions. Career advancement, recognition, and supportive workplace policies may therefore help strengthen their professional attachment. Overall, the findings demonstrate strong dedication to teaching, characterized by professional identity, intrinsic motivation, and appreciation of the profession's social value. Continued professional development, supportive leadership, recognition, and career opportunities may help sustain this commitment. These findings are consistent with Rohmah and Izzati (2026), who identified intrinsic motivation and personal fulfillment as important foundations of professional dedication. Rushton et al. (2023) likewise found that strong professional identity enhances teacher resilience and commitment. The review in *Frontiers in Education* (2026) further emphasized supportive institutional environments, collaboration, and professional development in strengthening professional identity and dedication. Similarly, Martono et al. (2026) found that supportive leadership, positive organizational culture, and professional growth opportunities enhance teacher engagement, while Ismail et al. (2026) highlighted recognition, leadership support, and career advancement as factors that reinforce teachers' commitment. Collectively, these studies support the present finding that dedication to teaching is strengthened by intrinsic motivation, professional identity, and supportive institutional conditions.

Table 8. Level of Teaching Commitment in Terms of Sense of Responsibility Toward Learners

	Statement	Mean	Quantitative Interpretation	Qualitative Interpretation
1.	I am willing to help learners even when they face difficulties	4.78	Strongly Agree	Very High Commitment
2.	I show patience when learners struggle to understand lessons.	4.67	Strongly Agree	Very High Commitment
3.	I believe teachers play an important role in shaping learners future.	4.65	Strongly Agree	Very High Commitment
4.	I am willing to guide learners beyond academic instruction.	4.61	Strongly Agree	High Commitment
5.	I value the well-being of learners in the learning process.	4.61	Strongly Agree	High Commitment
6.	I feel accountable for learner's progress in class.	4.61	Strongly Agree	High Commitment
7.	I am dedicated to helping learners achieve their potential.	4.59	Strongly Agree	High Commitment
8.	I am committed to addressing learners' individual needs.	4.59	Strongly Agree	High Commitment
9.	I feel responsible for supporting learners' academic growth.	4.59	Strongly Agree	High Commitment
10.	I prioritize learners needs during teaching activities.	4.57	Strongly Agree	High Commitment
11.	I feel morally responsible for learners' development.	4.53	Strongly Agree	High Commitment
	Overall Mean	4.62	Strongly Agree	High Commitment

Table 8 shows that faculty members demonstrated a very high level of responsibility toward learners (Overall Mean = 4.62, Strongly Agree; Very High Commitment). This indicates strong professional and moral commitment to supporting learners' academic, personal, and holistic development. The highest-rated indicator was "I am willing to help learners even when they face difficulties" ($M = 4.78$), followed by "I show patience when learners struggle to understand lessons" ($M = 4.67$) and "I believe teachers play an important role in shaping learners' future" ($M = 4.65$). These findings reflect strong learner-centered values, particularly in providing academic support, demonstrating patience, and recognizing teachers' influence on learners' development. Other indicators, including "I am willing to guide learners beyond academic instruction," "I value the well-being of learners in the learning process," and "I feel accountable for learners' progress in class" (all $M = 4.61$), further demonstrate that faculty members view their role as extending beyond content delivery to mentoring and supporting learners' overall well-being. The lowest-rated indicators were "I feel morally responsible for learners' development" ($M = 4.53$) and "I prioritize learners' needs during teaching activities" ($M = 4.57$). Although still within the Very High Commitment category, these results suggest opportunities to further strengthen learner-centered practices while balancing curriculum requirements and other institutional

responsibilities. Overall, the findings demonstrate a very high sense of responsibility toward learners, characterized by compassion, accountability, and commitment to holistic development. Continued professional development and institutional support can further enhance faculty members' capacity to respond to diverse learner needs. These findings are consistent with Bakhytzhama et al. (2026), who emphasized inclusive and differentiated instruction as expressions of teachers' commitment to learners. Rapisa et al. (2026) likewise highlighted professional competence and learner responsiveness as essential to effective teaching. Similarly, Bremner et al. (2022) found that learner-centered pedagogy strengthens student participation and meaningful learning, while Li et al. (2021) demonstrated that learner-centered approaches improve academic achievement. Zhang et al. (2026) further reported that teachers with stronger self-efficacy demonstrate greater learner responsiveness and instructional persistence. Collectively, these studies support the present findings that professional competence, learner-centered practices, and supportive environments strengthen teachers' responsibility toward learners.

Table 9. Level of Teaching Commitment in Terms of Willingness to Perform Teaching-Related Responsibilities

	Statement	Mean	Quantitative Interpretation	Qualitative Interpretation
1.	I am willing to improve my teaching performance through practice.	4.69	Strongly Agree	Very High Commitment
2.	I am ready to plan and prepare instructional activities.	4.63	Strongly Agree	Very High Commitment
3.	I am willing to handle classroom responsibilities.	4.63	Strongly Agree	Very High Commitment
4.	I accept accountability for teaching-related outcomes.	4.61	Strongly Agree	High Commitment
5.	I actively participate in teaching related activities.	4.59	Strongly Agree	High Commitment
6.	I am prepared to adapt to different teaching responsibilities.	4.59	Strongly Agree	High Commitment
7.	I am prepared to perform tasks required of teachers.	4.57	Strongly Agree	High Commitment
8.	I am willing to engage in tasks beyond classroom teaching.	4.57	Strongly Agree	High Commitment
9.	I take initiative in completing teaching related duties.	4.57	Strongly Agree	High Commitment
10.	I accept teaching-related challenges positively.	4.57	Strongly Agree	High Commitment
11.	I am willing to invest extra time in teaching related responsibilities.	4.41	Agree	High Commitment
	Overall Mean	4.58	Strongly Agree	High Commitment

Table 9 shows that faculty members demonstrated a very high level of willingness to perform teaching-related responsibilities (Overall Mean = 4.58, Strongly Agree; Very High Commitment). This indicates strong commitment to fulfilling instructional duties, professional obligations, and continuous improvement. The highest-rated indicator was "I am willing to improve my teaching performance through practice" (M = 4.69), followed by "I am ready to plan and prepare instructional activities" and "I am willing to handle classroom responsibilities" (both M = 4.63). These findings reflect faculty members' strong commitment to instructional preparation, professional competence, and effective classroom performance. Other highly rated indicators, including "I accept accountability for teaching-related outcomes" (M = 4.61), "I actively participate in teaching-related activities" and "I am prepared to adapt to different teaching responsibilities" (both M = 4.59), further demonstrate their readiness to assume diverse professional responsibilities and respond to changing instructional demands. The lowest-rated indicator was "I am willing to invest extra time in teaching-related responsibilities" (M = 4.41). Although still indicating high commitment, this comparatively lower rating may reflect workload, work-life balance, and competing responsibilities related to teaching, research, extension, and administrative work. This suggests the need for workload management and institutional support to sustain faculty engagement. Overall, the findings demonstrate a very high willingness to perform teaching-related responsibilities, characterized by preparedness, accountability, adaptability, and commitment to continuous improvement. Maintaining this level of commitment requires supportive policies that promote balanced workloads, faculty well-being, professional recognition, and career development. These findings are consistent with Rawat et al. (2026), who found that highly engaged faculty demonstrate stronger commitment to teaching, research, governance, and professional collaboration when supported by positive organizational

environments. Martono et al. (2026) likewise reported that supportive leadership, professional development, and positive organizational culture strengthen teacher engagement. Angco (2026) emphasized that faculty participation in extension and community engagement contributes to institutional relevance and sustainability, while Osman et al. (2026) highlighted the importance of faculty involvement in mentoring, institutional service, and ethical leadership. Similarly, Ismail et al. (2026) found that supportive leadership, professional recognition, and career advancement encourage teachers to assume broader professional responsibilities. Collectively, these studies support the present findings that faculty willingness to perform teaching-related responsibilities is strengthened by professional engagement and supportive institutional conditions.

Table 10. Summary of the Level of Teaching Commitment

	Variables	Mean	Quantitative Interpretation	Qualitative Interpretation
1.	Sense of Responsibility Toward Learners	4.62	Strongly Agree	Very High Commitment
2.	Willingness to Perform Teaching-Related Responsibilities	4.58	Strongly Agree	Very High Commitment
3.	Dedication to the Teaching Profession	4.42	Agree	High Commitment
	Overall Mean	4.54	Strongly Agree	Very High Commitment

Table 10 shows that faculty members demonstrated a very high level of teaching commitment (Overall Mean = 4.54, Strongly Agree; Very High Commitment). Among the three dimensions, Sense of Responsibility Toward Learners obtained the highest mean ($M = 4.62$), followed by Willingness to Perform Teaching-Related Responsibilities ($M = 4.58$) and Dedication to the Teaching Profession ($M = 4.42$). The highest rating for responsibility toward learners indicates that faculty members strongly prioritize students' academic success, personal development, and well-being. The high rating for willingness to perform teaching-related responsibilities further demonstrates their readiness to fulfill instructional and other professional duties while continuously improving their competence. Although Dedication to the Teaching Profession received the lowest mean, it remained within the High Commitment category. This suggests that faculty members maintain a positive professional identity but may still be influenced by factors such as career advancement, workload, recognition, and organizational support. Strengthening these areas may further reinforce their long-term professional dedication. Overall, the findings demonstrate that faculty members possess very high teaching commitment, characterized by learner responsibility, professional accountability, and willingness to fulfill teaching-related duties. Sustaining this commitment requires supportive leadership, continuous professional development, equitable workload distribution, career advancement opportunities, and practices that promote faculty well-being. These findings are consistent with Bakhytzhama et al. (2026), who emphasized learner-centered practices and responsibility for students' development as foundations of teacher commitment. Martono et al. (2026) and Rawat et al. (2026) likewise found that supportive leadership, professional development, and positive organizational environments strengthen teacher engagement and commitment. Rohmah and Izzati (2026) highlighted intrinsic motivation and professional identity as important drivers of dedication, while Ismail et al. (2026) emphasized leadership support, career advancement, and professional recognition. Collectively, these studies support the present findings that teaching commitment is strengthened by learner-centered values, professional identity, intrinsic motivation, and supportive institutional conditions.

Research Question 4: Is there a significant difference between sustainability intention among the faculty of the College of Teacher Education when grouped according to age?

Table 11. Test of Significant Difference in Sustainability Intentions When Grouped According to Age

Grouped	Mean	f-value	p-value	Interpretation	Decision
Sustainability intention when group according to age	.041 .190	3.194	.002	Significant	Null hypothesis is rejected

Table 11 shows a statistically significant difference in sustainability intentions across age groups ($F = 3.194$, $p = .002$). Since the p-value is below the 0.05 level of significance, the null hypothesis is rejected, indicating that sustainability intentions vary significantly according to age. The finding suggests that faculty members at different career stages may have different priorities, experiences, and expectations regarding their professional future. Younger faculty members may place greater emphasis on career growth and advancement, while more experienced faculty may prioritize career stability, institutional commitment, and continued professional engagement. Overall, age is significantly associated with sustainability intentions, highlighting

the need for faculty development and retention strategies that address the differing needs of educators across career stages. Mentoring, differentiated professional development, career planning, and succession programs may help strengthen long-term professional commitment. These findings are consistent with Brouhier et al. (2026), who emphasized that teachers' career aspirations and professional development needs change across career stages. Chudgar and Choi (2026) likewise highlighted the importance of organizational support and career development opportunities that respond to teachers' varying professional needs. Similarly, Ismail et al. (2026) found that career advancement, professional experience, and organizational support influence teachers' intention to remain in the profession, while Xu et al. (2026) reported that organizational support and career satisfaction contribute to long-term career planning. Collectively, these studies support the finding that sustainability intentions vary across different career stages and are influenced by professional development and organizational conditions.

Research Question 5: Is there a significant difference between sustainability intention among the faculty of the College of Teacher Education when grouped according to gender?

Table 12. Test of Significant Difference in Sustainability Intentions When Grouped According to Gender

Grouped	Mean	f-value	p-value	Interpretation	Decision
Sustainability intention when grouped according to gender	.041 .362	.114	.737	Not significant	Null hypothesis is rejected

Table 12 shows no statistically significant difference in sustainability intentions between male and female faculty members ($F = .114$, $p = .737$). Since the p-value is greater than the 0.05 level of significance, the null hypothesis is not rejected. The finding indicates that male and female faculty members have comparable sustainability intentions in terms of their intention to remain in teaching, long-term career planning, and perceptions of teaching as a sustainable career. This suggests that sustainability intentions may be influenced more by professional experiences, organizational support, career opportunities, and working conditions than by gender. Overall, the results indicate that gender is not a significant factor in sustainability intentions among the respondents. Thus, institutional initiatives such as professional development, mentoring, career advancement, and supportive working conditions should be made accessible to all faculty members regardless of gender. These findings are consistent with Ismail et al. (2026), who identified leadership support, professional recognition, career advancement, and organizational climate as important influences on teachers' retention intentions. Chudgar and Choi (2026) likewise emphasized organizational support and professional development as stronger influences on career commitment than demographic characteristics. Similarly, Vo et al. (2026) and Brouhier et al. (2026) highlighted the importance of supportive work environments, meaningful professional experiences, and continuous professional learning in sustaining teachers' long-term engagement. Collectively, these studies support the present finding that organizational and professional factors may be more influential than gender in shaping sustainability intentions.

Research Question 6: Is there a significant difference between teaching commitment among the faculty of the College of Teacher Education when grouped according to age?

Table 13. Test of Significant Difference in Teaching Commitment When Grouped According to Age

Grouped	Mean	f-value	p-value	Interpretation	Decision
Teaching commitment when grouped according to age	.200 .122	.642	.107	Not significant	Null hypothesis is rejected

Table 13 shows no statistically significant difference in teaching commitment across age groups ($p = .107$). Since the p-value exceeds the 0.05 level of significance, the null hypothesis is not rejected, indicating that teaching commitment remains relatively consistent across different age groups. The findings suggest that faculty members, regardless of age, demonstrate comparable levels of dedication to teaching, responsibility toward learners, and willingness to perform teaching-related responsibilities. Although educators may differ in professional experience and career aspirations, these differences do not significantly affect their overall teaching commitment. Overall, age is not a significant determinant of teaching commitment among the respondents. Instead, commitment may be more strongly influenced by professional identity, intrinsic motivation, organizational support, and opportunities for professional development. Thus, institutions should provide equitable access to mentoring, faculty development, recognition, and leadership support across all career stages. These findings are consistent with Rohmah and Izzati (2026), who identified intrinsic motivation, professional identity, and personal fulfillment as key drivers of professional commitment. Martono et al. (2026) likewise emphasized supportive leadership, positive organizational culture, and professional development as factors that strengthen teacher engagement. Similarly, Rushton et al. (2023) found that

professional identity promotes sustained commitment throughout teachers' careers, while Ismail et al. (2026) highlighted leadership support, recognition, and career advancement as important contributors to long-term professional commitment. Collectively, these studies support the present finding that teaching commitment is shaped more by professional and organizational factors than by age.

Research Question 7: Is there a significant difference between teaching commitment among the faculty of the College of Teacher Education when grouped according to gender?

Table 14. Test of Significant Difference in Teaching Commitment When Grouped According to Gender

Grouped	Mean	f-value	p-value	Interpretation	Decision
Teaching commitment when grouped according to gender	.082 .152	.533	.469	Not significant	Null hypothesis is rejected

Table 14 shows no statistically significant difference in teaching commitment between male and female faculty members ($F = 0.533$, $p = .469$). Since the p-value is greater than the 0.05 level of significance, the null hypothesis is not rejected, indicating that teaching commitment does not significantly vary according to gender. The findings indicate that male and female faculty members demonstrate comparable levels of dedication to the teaching profession, responsibility toward learners, and willingness to perform teaching-related responsibilities. This suggests that teaching commitment is grounded more in shared professional values, responsibilities, and commitment to learner development than in gender. Overall, gender is not a significant determinant of teaching commitment among the respondents. Instead, factors such as intrinsic motivation, professional identity, organizational culture, leadership support, and professional development opportunities may play a greater role in sustaining faculty commitment. Therefore, faculty development, recognition, mentoring, and supportive institutional policies should be made accessible to all faculty members regardless of gender. These findings are consistent with Rohmah and Izzati (2026), who identified intrinsic motivation, professional identity, and personal fulfillment as important drivers of professional commitment. Martono et al. (2026) likewise emphasized supportive leadership, positive organizational culture, and professional development as contributors to teacher engagement. Rushton et al. (2023) further highlighted the role of professional identity and supportive environments in sustaining commitment, while Ismail et al. (2026) identified leadership support, professional recognition, and career advancement as important factors in long-term professional engagement. Collectively, these studies support the present finding that teaching commitment is influenced more strongly by professional and organizational factors than by gender.

Ethical Considerations

The study adhered to the ethical standards and research policies of Don Carlos Polytechnic College. Prior to data collection, ethical certification was obtained from the Office of the Research and Development Office (RDO), Don Carlos Polytechnic College, under Protocol No. RDO-EC-2026-0323-001, approved on March 23, 2026. Institutional permission was likewise secured from the appropriate authorities. Participation was voluntary, and all respondents provided informed consent. The anonymity and confidentiality of respondents were strictly maintained, and the collected data were used solely for research purposes. The researcher also observed the principles of respect for persons, beneficence, non-maleficence, and justice throughout the conduct of the study.

Conclusion

Faculty members demonstrate strong sustainability intentions and teaching commitment, reflecting their commitment to professional growth, continued teaching, learner development, and fulfilment of their academic responsibilities. Sustainability intentions vary across age groups, whereas teaching commitment remains consistent across age groups, indicating that career aspirations may change across professional stages while commitment to teaching remains relatively stable. Gender does not significantly differentiate sustainability intentions or teaching commitment, indicating that these professional orientations are shared by male and female faculty members. Sustainability intentions are positively associated with teaching commitment, indicating that faculty members with stronger intentions to sustain their teaching careers also tend to demonstrate stronger commitment to their professional responsibilities. Institutional support is essential to sustaining faculty engagement and professional commitment, particularly through opportunities for professional development, career advancement, supportive leadership, recognition, and faculty well-being.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered: The administration of Don Carlos Polytechnic College should sustain and strengthen faculty development

programs that promote professional growth, continuous learning, career development, and long-term engagement in teaching. The College of Teacher Education should implement career-stage-responsive programs such as mentoring, career planning, professional development, and succession planning to address the varying career needs of faculty members across age groups. The institution should maintain equitable faculty development and support programs regardless of gender, ensuring equal access to professional development, recognition, leadership opportunities, mentoring, and career advancement. The School administrators should develop integrated programs that strengthen both sustainability intentions and teaching commitment, particularly through professional recognition, supportive leadership, manageable workloads, career advancement, and opportunities for meaningful institutional participation. For future researchers, it is recommended that the relationship between sustainability intentions and teaching commitment be examined using larger samples drawn from multiple higher education institutions, including state universities, local colleges, and private institutions. Future studies may also incorporate organizational support, leadership style, job satisfaction, workload, compensation, faculty well-being, and organizational climate as additional variables to identify factors that may explain variations in sustainability intentions and teaching commitment. Longitudinal or mixed-methods designs are likewise recommended to examine how faculty members' career intentions and professional commitment develop over time and to provide deeper explanations of the quantitative patterns observed.

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