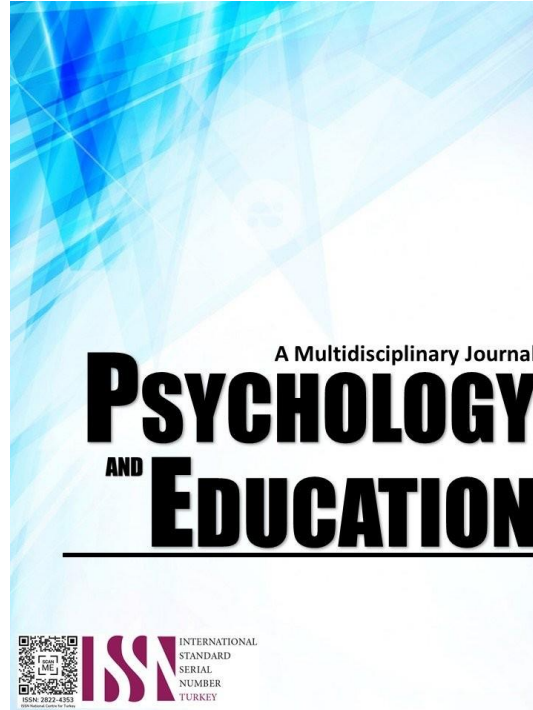


# COMMITMENT LEVEL OF TEACHERS AS CORRELATES TO THEIR TEACHING PERFORMANCE: INPUTS FOR A TRAINING PROGRAM



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## Commitment Level of Teachers as Correlates to their Teaching Performance: Inputs for a Training Program

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### Abstract

This study investigated the relationship between teachers' commitment levels and their teaching performance as a basis for designing a training program for the school year 2023-2024. Specifically, the study aimed to understand teachers' perceptions regarding the factors influencing their commitment, classified into affective, continuous, and normative commitment. It also sought to determine if there were significant differences in respondents' perceptions across these commitment dimensions. Key findings revealed that teachers generally held a positive perception of their commitment levels, reflected in a grand weighted mean of 3.64, corresponding to a verbal interpretation of "Strongly Agree." In terms of teaching performance, teachers' ratings from the school year 2022-2023 averaged 4.33, rated as "Very Satisfactory" based on individual performance commitment and review forms. However, statistical analysis showed no significant relationship between teachers' commitment levels and their performance ratings, indicating that while teachers felt strongly committed, this did not necessarily correlate with measurable teaching performance outcomes. These findings suggest that factors influencing commitment may not directly impact performance, highlighting the need for targeted professional development that addresses both commitment and other performance-enhancing areas. The study's insights could inform the development of a more nuanced training program tailored to support teachers' holistic growth and effectiveness.

**Keywords:** *program, performance, commitment, training, teaching*

### Introduction

Educators play various significant roles in educating young minds. They matter for several reasons and in many ways, particularly because they highlight a difference in learners' achievement. Learners' achievement can help improve school and education quality. Teacher commitment to teaching and its associated aspects are explored, including the characteristics of committed teachers. Committed teachers are characterized by four qualities: having a desire to be good teachers, being more fact purveyors and sources, recognizing and accepting individual worth, and meeting professional responsibilities. Thus, committed teachers need to be prepared, to maintain their commitment, and to improve their performance. Principals can help teachers be committed to teaching, for example, by implementing leadership styles that contribute to their commitment. Education policymakers can make the teaching profession more appealing by elevating its status, similar to that of doctors, to attract the best candidates.

In addition, commitment is a very important characteristic; therefore, it is a paramount need for the profession of teaching. A committed teacher is never satisfied with what she or he already has; rather, she always seeks new ideas and ways to contribute to the students. A committed educator will also have passion and enthusiasm for teaching and learning. As she or he develops himself or herself, this fact will have a direct result on the learners' academic success and personal development. Such a teacher will be successfully able to create authentic and effective learning and teaching, and consequently, the learning process and teaching will be facilitated automatically, which will promote both the potential of the students and learners. This study sheds light on the committed teachers and the effects of commitment on the process of learning and teaching.

Commitment is one of the adjectives that are indispensable for any educator. As Day (2019) claims, there are some items that can be optional for education, but a committed passion is not one of those for the process of education. Passion creates motivation, hence encourages teachers to act. For this reason, passionate teachers can create excitement that influences learning.

Also, Harg (2019) emphasizes the link between learning and education. He argues that all pedagogical approaches fail unless passion is created in the classroom. Passionate teachers like their job, and they are aware of the effect of passion on student success. The influence of passion for learning and teaching is indisputable; for this reason, passionate teachers are always making an effort to increase student achievement.

While Fox (2020) posted that one of the most important elements in the development of a passion for teaching is the commitment and dedication of teachers to students and their learning. Passionate teachers are strongly committed to their work and can inspire their students and awaken their desire to learn. He states that the power of a profession is measured by the commitment of those who do it, and he goes on to say that it is the same with teaching.

With the above insights, the researcher was directed to push through with the study on the factors influencing the commitment level of teachers and their relationship to their teaching performance to determine some varied factors that can be associated with the commitment of teachers which somehow affect their teaching performance and to determine if there is a need for the teachers to increase

more their commitment level through active engagement in training and seminar-workshops.

## Research Questions

This study aimed to determine the commitment level of teachers as correlates to teachers' teaching performance which served as inputs for a training program during the school year 2023-2024. More specifically, it sought answers to the following questions:

1. What is the perception of the teachers as regarding their commitment level in terms of the following;
  - 1.1. Affective Commitment;
  - 1.2. Continuous Commitment; and
  - 1.3. Normative Commitment?
2. What is the performance rating of the teachers during the school year 2022-2023?
3. Is there a significant relationship between the teachers' commitment level and their performance ratings?
4. What training program may be proposed to improve the commitment level of teachers?

## Methodology

### Research Design

The method of research that was used in the study was the descriptive type. Kranfel (2018) defines the descriptive survey research design as a process that deals with the relationships between variables, the testing hypothesis, the development of generalizations, and principles of theories that have universal validity.

A survey research design is a strategy that enables one to study naturally occurring phenomena as well as to answer questions about the distribution of and relationships among characteristics of people as they exist in their natural setting. The data will be collected from at least a part of the population as the basis for assessing the incidence, distribution, and interrelations of phenomena and variables as they occur in the lives of people.

It concerns the condition or relationship that exists. Opinions are held about processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to conditions.

Each evaluation requires a design – a framework for determining when and from whom information was gathered. Comparing the information collected with respect to time, treatment, setting, or population, evaluators determine if an initiative made a difference. The aim is to rule out the effects on results of anything other than the program or the treatment provided.

The researcher therefore, was able to describe the commitment level of teachers as correlates to teachers' teaching performance in the fourth district of Quezon from the survey which made the design appropriate for the study.

### Respondents

The researcher used purposive sampling. This was conducted in the selected schools in the Fourth District of Quezon. The respondents of the study were composed of teachers. Each instrument was administered to all the respondents. Respondents were given ample time to answer the research instrument.

### Instruments

The study used a researcher-made questionnaire and descriptive questions that served as indicators in each variable. The questionnaire consisted of two parts. The first part was the perceptions of the respondents. The second part was the comments and suggestions of the teachers -respondents.

The questionnaires that served as survey instruments of the study were validated by experts to ensure its correctness and validity. The contents of the said questionnaire were analyzed and scrutinized by Field Experts. Their comments and feedback were considered in the final approval of the method and were examined by the consultant again as the proofreader of the researcher.

### Procedure

Permission from the concerned authorities was sought before the conduct of the study. Upon approval of the school's division superintendent and the principal, the questionnaire – checklists were administered to the teacher respondents of the selected public elementary schools in the Fourth District, Division of Quezon and were personally retrieved by the researcher.

### Data Analysis

Frequency and Percentage. These were used to determine the number of teacher-respondents per school.

Weighted Mean. This was used to determine the average of responses of respondents' perceptions of the teachers' commitment level.

Pearson r Correlation. This was used to determine the significant relationship between the teachers' commitment level and their

performance ratings.

### Ethical Considerations

This study shall protect the privacy of the respondent and shall not in any means expose confidential information.

## Results and Discussion

This part of the study provided the presentation, analysis, and interpretation of the gathered data from the questionnaires answered by the respondents in accordance with the specific questions posited on the objectives of the study.

### Respondents' Perceptions As Regards the Commitment Level of Teachers

#### Affective Commitment

Table 2. Respondents' Perceptions on the Commitment Level of Teachers as Regards Affective Commitment

Affective Commitment	Teacher-Respondents		
	WM	SD	VI
1. feel a strong sense of belongingness.	3.62	0.49	SA
2. feel personally attached to my works in the school.	3.55	0.50	SA
3. am proud to inform other people and staff that the school considers and cares about my suggestions / opinions.	3.51	0.50	SA
4. work at the school with a great deal of personal meaning and a thought of making everyone feel happy while performing tasks.	3.56	0.50	SA
5. am open with my colleagues and to the school about discussing issues and concerns regarding the given duties and responsibilities.	3.65	0.48	SA
Average Weighted Mean		3.58	SA
Standard Deviation		0.49	

Note: 1.00 – 1.75 (SD); 1.76 – 2.50 (D); 2.51 – 3.25 (A); 3.26 – 4.00 (SA)

As revealed in Table 2, the teacher-respondents obtained an average weighted mean of 3.58, which was verbally interpreted as Strongly Agree.

This means that in terms of affective commitment, the teachers are amenable in that they feel a strong sense of attachment towards their work and, more especially, to the other teachers they work with. It further explains that the teachers are active and open to their coworkers and other staff to deal with whatever factors need to be given focus or attention, and these points are certainly proven through their high level of perceptions in all the set indicators under affective commitment.

#### Continuance Commitment

Table 3. Respondents' Perceptions on the Commitment Level of Teachers as Regards Continuance Commitment

Continuance Commitment	Teacher-Respondents		
	WM	SD	VI
1. create a workplace where employees feel like they belong and where everyone feels equal.	3.64	0.48	SA
2. let my co-employees feel and realize the need to stay with their organization	3.74	0.44	SA
3. communicate regularly about any progress and whether or not my goals are being reached.	3.77	0.42	SA
4. keep the process of helping reach goals more vibrant, and also help in motivating my co-employees.	3.64	0.48	SA
5. help my colleagues gain energy from work in order to become generally more productive, to work better with colleagues and be more willing to achieve development.	3.78	0.42	SA
Average Weighted Mean		3.71	SA
Standard Deviation		0.45	

Note: 1.00 – 1.75 (SD); 1.76 – 2.50 (D); 2.51 – 3.25 (A); 3.26 – 4.00 (SA)

As displayed in Table 3, the teacher-respondents got an average weighted mean of 3.71. The computed average weighted mean was given a verbal interpretation of Strongly Agree.

This implies that good rapport is established with the teachers through their continuance of commitment. It also explains that the teachers are motivated to keep themselves working, helping others accomplish their tasks properly, and keeping themselves always guided by their goals in the organization. Hence, the teachers strongly encourage collaboration in this particular area.

#### Normative Commitment

As shown in Table 4, the teacher-respondents achieved an average weighted mean of 3.64, which was verbally interpreted as Strongly Agree.

Table 4. Respondents' Perceptions on the Commitment Level of Teachers as Regards Normative Commitment

Normative Commitment	Teacher-Respondents		
	WM	SD	VI
1. perform my work in accordance with the rules and policies given / implemented.	3.61	0.49	SA
2. meet punctuality in the schedules and days of work established by the school.	3.51	0.50	SA
3. find a way to do a good job and perform my works better even in unfavorable way.	3.70	0.46	SA
4. continue to work in the school with firm responsibility and certainly demonstrate loyalty.	3.64	0.48	SA
5. accomplish in time with appropriate manners the tasks given by the school.	3.74	0.44	SA
Average Weighted Mean		3.64	SA
Standard Deviation		0.47	

Note: 1.00 – 1.75 (SD); 1.76 – 2.50 (D); 2.51 – 3.25 (A); 3.26 – 4.00 (SA)

This elaborates that the teachers firmly demonstrate a sense of responsibility towards their work. Furthermore, it shows that they demonstrate good behavior in the performance of the given tasks and abide by the established set of policies of the organization. Thus, this generally means they adhere to the set standards under normative commitment.

Table 5. *Summary of Respondents' Perceptions on the Commitment Level of Teachers*

Variables	Teacher-Respondents	
	AWM	VI
a. Affective Commitment	3.58	SA
b. Continuance Commitment	3.71	SA
c. Normative Commitment	3.64	SA
Grand Weighted Mean	3.64	SA

As presented on Table 5, the teacher-respondents obtained a grand weighted mean of 3.64 which was verbally interpreted as Strongly Agree.

This generally implies that the teacher-respondents have high perceptions as regards their commitment level.

### Performance Rating of the Teachers during the School Year 2022-2023

#### Individual Commitment Review Form Rating (IPCRF)

Table 6. *Performance of the Teachers Based on the Individual Performance Commitment and Review Form (IPCRF for SY 2022-2023)*

Range	Numerical Rating	Adjectival Rating
4.500 - 5.000	4.33	Outstanding
3.500 - 4.499		Very Satisfactory
2.500 - 3.499		Satisfactory
1.500 - 2.499		Unsatisfactory
Below 1.499		Poor

As seen on Table 6, with respect to the performance of the teachers based on their individual performance commitment and review forms during the school year 2022-2023, the numerical rating was 4.33 which was given an adjectival rating of Very Satisfactory.

#### Significant Relationship between Teachers' IPCRF and Teachers' Commitment Level

Table 7. *Test on Significant Correlation between Teachers' IPCRF and Teachers' Commitment Level*

Sources	Teachers' IPCRF and Commitment Level				
	r – value	r <sup>2</sup>	Strength of Relationship	Decision	VI
IPCRF versus Affective Commitment	0.013	0.000	No Correlation	Retain Ho	Not Significant
IPCRF versus Continuance Commitment	0.025	0.001	Very Low Correlation	Retain Ho	Not Significant
IPCRF versus Normative Commitment	0.013	0.000	No Correlation	Retain Ho	Not Significant

Critical value of r: 0.05

As shown in Table 7, in terms of affective commitment and normative commitment, the computed R-values of 0.013 and with the computed r<sup>2</sup> of 0.000 resulted in the idea of not correlating with the IPCRF of teachers. In terms of continuance commitment, the computed r-value of 0.025 and the computed r<sup>2</sup> of 0.001 presented the idea of having a very low correlation with the IPCRF of teachers. The results indicated the null hypotheses, and these also suggested that there is no significant correlation between the teachers' IPCRF and their commitment level.

This generally means that the commitment level of teachers, as revealed by the research, is not a contributory factor that may either give a negative or positive impact to the teachers' IPCRF or teachers' performance ratings. This insight informs us that other factors may be more significant in determining teachers' IPCRF and performance ratings.

## Conclusions

Based on the results of the study, the following conclusions are drawn:

The teachers have high perceptions as regard their commitment level specifically in the aspects of affective commitment, continuance commitment, and normative commitment.

In the aspect of Affective Commitment, although the perceptions of the teacher-respondents fell within the range of strongly agree, there is a need for the teachers to improve or strengthen this.

The commitment level of the teachers does not significantly affect their individual performance commitment and review form rating.

The following recommendations are hereby given:

The school administrators may help their teachers increase their level of commitment by allowing them to participate in seminar-workshops, empowerment programs, and capability training programs.

The teachers may collaborate with their school administrators to help their other co-teachers strengthen their commitment in various aspects.

Future researchers may conduct a similar study regarding the commitment level of teachers using other variables.

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