

Teachers' Professional Commitment in Relation to Learners' Academic Performance

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Abstract:

Given its significant relationship with student outcomes, it is paramount to examine public secondary teachers' professional commitment in areas like support, challenges, identity, efficacy, work-life tension, and motivation. This study revealed that the level of teachers' professional commitment to support and challenges, identity and efficacy, work-life tension, and sustaining motivation of public secondary school teachers was high. The level of learners' performance during the School Year 2024-2025 was very satisfactory. Regarding the level of teachers' professional commitment in support and challenges, identity and efficacy, work-life tension, and sustaining motivation, no significant difference was found when they were grouped and compared according to the variables. Finally, there was a significant relationship between the teachers' professional commitment level and the level of learners' performance. The conclusion highlights that a strong connection exists between the teacher's dedication to their profession and the academic results achieved by their students. This suggests that a teacher's passion, dedication, and commitment to their profession can significantly impact student learning and achievement. It indicates that investing in teacher professional development, promoting a favorable school climate, and recognizing and valuing the contributions of dedicated educators can lead to better student outcomes. Further research could investigate the specific ways in which teacher commitment translates into improved student performance.

Keywords: Academic Performance, Professional Commitment, Teacher Effectiveness

Introduction:

Nature of the Problem

Students' performance is closely related to the professional commitment of teachers, which has a favorable effect on student engagement and accomplishment. Dedicated educators are likelier to have a strong sense of purpose in their job, put in more time and effort, and establish productive classrooms. The commitment enhances academic results, promotes student participation, and strengthens the bond between teachers and students. The dedication of teachers to their jobs has a significant impact on how well students succeed. In conclusion, instructors' dedication is critical in influencing students' performance.

Meanwhile, encouraging and supporting teachers towards achieving professional commitment can lead to better educational outcomes (Nahid et al, 2023). In the analysis of Siri (2020), teachers with high professional commitment tend to have higher work competencies, positively affecting students' academic performance. Teachers' professional commitment is akin to their identity as educators. It is often characterized as an individual's professional self-concept dependent upon experience, conviction, values, motivations, and characteristics. It is an intricate, altering, individual matter and a continuous cycle built by associating with others (Kazemi, 2022).

Hence, commitment to student learning includes teacher dedication to helping students learn regardless of their academic difficulties or social background. Professional Commitment speaks to increasing student engagement in learning and academic achievement, particularly for students who are academically at risk. A commitment to the community includes creating a symbolic relationship between the school and the community. Teachers need to orient and motivate the community to perceive the importance of education as a lifelong process. Teachers need to have deep concern and commitment towards the community and the organization they work for.

From an insider's standpoint, the researcher has observed a contrasting level of professionalism among co-teachers. Some teachers within her ranks are less committed to helping students with their academic needs, while others are willing to go the extra mile to assist students. Similarly, some teachers are well-equipped with teaching approaches and techniques, while others settle for whatever is available. Regarding tasks and assignments, some teachers are highly engaged voluntarily, while others show the opposite. These scenarios motivated the researcher to conduct this study to clarify whether teachers' professional commitment can affect students' academic performance.

Current State of Knowledge

Commitment is a crucial component of educators' professional identity and plays a significant role in shaping their motivation, effectiveness, and alignment with institutional goals. It reflects a teacher's psychological attachment to their role and organization, encompassing a strong belief in the institution's values, a willingness to exert effort, and a desire to remain part of the organization (Zhang et al., 2021; Gokyer, 2021). Professional commitment not only influences individual job performance and organizational loyalty but also impacts student outcomes, as committed teachers are more likely to implement effective instructional strategies and adapt to educational reforms (Tadesse, 2022; Department of Management Education of Indonesia, 2020). Moreover, teacher identity, which evolves over time based on experiences and environments, is deeply connected to commitment, as it defines how educators perceive their roles and responsibilities in academic contexts (Derakhshan, 2022; Alsup, 2020; Jonker et al., 2022). External factors such as leadership, job security, and professional development opportunities also shape the level of commitment teachers bring to their profession (Brown & Sargeant, 2022). However, challenges like role mismatches and limited application of training suggest that improving commitment requires systemic support and alignment between teacher qualifications and responsibilities (Siri, 2020).

The Philippine Constitution and the Code of Ethics for Professional Teachers emphasize the provision of quality education through the competence and commitment of educators, mandating that teachers be physically, mentally, and morally fit, and uphold the highest standards of professionalism. This includes a strong devotion to duty, active participation in professional development, and a sense of pride in teaching as a noble profession. Professional commitment, as highlighted by Poliquit et al. (2021), involves going beyond assigned roles to achieve institutional goals, while the Philippine Professional Standards for Teachers (PPST) aligns teacher development with the evolving needs of 21st-century learners (DepEd Order No. 42, s. 2017). Gepila Jr. (2022) emphasizes that professional competence is tied to values, beliefs, and continuous assessment. A teacher's psychological identification with school goals, willingness to remain loyal, and dedication to their role enhances teaching efficacy and school performance. Therefore, fostering professional commitment through effective leadership and support systems is crucial to ensuring high-quality education and achieving institutional objectives.

Gokyer (2022) studied the professional commitment of high school teachers in Turkey, surveying 2,805 teachers to assess their dedication to teaching, colleagues, and school growth. Results showed that teachers were generally most committed to the teaching profession itself, with science instructors and those in urban areas showing higher commitment to school development and colleagues than social science teachers and those in smaller towns. Variables like age, seniority, and marital status had some negative correlations with commitment. Similarly, Siri (2020) examined 277 professional instructors in Bali and found a strong positive relationship between teacher performance, competence, and dedication, with dedication acting as a mediator between performance and competency, highlighting the importance of supporting teachers' professional growth to enhance their effectiveness.

Educational theory and research consistently emphasize the vital role teachers play in shaping student outcomes, serving as the central link between educational policy and classroom experiences (Fernandez, 2022). Schools design human resource systems to motivate performance, reward effectiveness, and enhance teacher skills through evaluation feedback (Liebowitz, 2020). Modern teacher evaluation in the U.S. aims to balance accountability with professional growth, using mechanisms such as incentives, retention of high performers, and improved labor market appeal. However, the interaction between these goals is often overlooked. Driven by concerns over international competitiveness, teacher education reforms since the 1990s have focused on improving program quality and aligning teacher competencies with student achievement (Tatto, 2021). Ultimately, teacher performance—both in and beyond the classroom—remains crucial to students' academic and personal development, as teachers not only deliver instruction but also shape learning environments, mentor students, and serve as role models.

The study highlights that most school administrators achieved the National Achievement Test (NAT) average rating, with school-based management (SBM) implementation—particularly in leadership, governance, curriculum, instruction, accountability, improvement, and resource management—significantly influencing school performance. Research shows that active stakeholder involvement, teacher and principal leadership, and collaborative decision-making contribute to improved outcomes, especially when SBM aligns with local needs and national education reforms (Wohlstetter, 2022; De Grauwe, 2020; Onyango, 2021; Malaklunthu & Shamsudin, 2019). Though challenges such as limited resources and rising enrollment (Pieters, 2021) affect outcomes, strong leadership and effective SBM practices can drive accountability and instructional quality, ultimately enhancing learner performance. The study concludes that successful SBM requires the commitment and cooperation of all education stakeholders—

administrators, teachers, parents, and the community—and that further support is needed to empower school-based teams in planning, implementing, and evaluating school functions to ensure improved educational outcomes.

Teachers' performance is a key factor influencing student learning outcomes and overall school effectiveness, considered one of the most crucial educational inputs (Mohanty, 2021). To sustain high professional performance, teachers must take personal responsibility for their growth and development (Anderson, 2022). Their role extends beyond instruction, as they shape the classroom environment, mentor students, and serve as role models, which directly impacts students' personal and academic growth. The success or failure of educational activities heavily depends on teacher performance both inside and outside the classroom. High job performance is essential for organizations to achieve their goals and maintain a competitive edge, with performance encompassing both the behaviors involved in completing tasks and the results achieved (Wula et al., 2020).

Theoretical Underpinnings

The self-determination theory also emphasizes the importance of competence, or the sense of being able and effective in one's actions. In the larger picture, people could be inspired to impart their skills and information to show they are competent, support the organization's success, and satisfy their needs for development and mastery. Employees are more willing to share knowledge when they believe that others deserve the respect of what they know (Brown & Davis, 2023).

The competence theory is closely associated with David McClelland, an American psychologist. He introduced this concept in the early 1970s, particularly in his 1973 book "Testing the Competence rather than Intelligence". He argued that the traditional measures of intelligence, like IQ tests, were inadequate for predicting success in real-world tasks. Instead, he emphasized that competence, defined as the set of skills, behaviors, and abilities required to perform a task effectively, was a predictor of job performance and personal success.

This study is also framed within the Cognitive Appraisal Theory, a psychological model guiding the exploration of how learners assess situations and interpret them, particularly in the context of academic performance. Primary appraisal, focused on the significance and relevance in academic and future career performance, is fundamental. Positive attitudes enhance motivation, while negative attitudes may lead to avoidance and anxiety. The Cognitive Appraisal Theory of Stress, emphasized by Jiang and Wang (2022), extends this framework to stress-related factors in education, emphasizing cognitive appraisal, stressor management, and outcomes.

When faced with academic issues, some students find it fascinating and entertaining, while others sense anxiety and dread. These disparities in attitudes and emotions toward academic majors majorly impact a student's cognitive assessment of the subject. These elements significantly impact an individual's attitude to academic performance and overall performance in the subject. Understanding how these components interact might provide valuable insights into improving learning and performance. Educators and parents must create a positive mathematics attitude, alleviate anxiety, and build resilience to support students' cognitive assessment of academics and improve their performance. Additionally, findings by Hunt and Maloney (2022) indicated that the enhancement of prior learning experiences is a factor in the relationships between math anxiety, resilience, and attitudes. This concise conceptual framework integrates multiple dimensions, providing a nuanced understanding of how learners navigate and excel in academic performance within the Cognitive Appraisal Theory.

Objectives

This study aimed to determine the levels of teachers' professional commitment concerning learners' performance in one of the districts of a medium-sized school division in Central Philippines during the 2024-2025 school year. Specifically, this study sought to answer the following: 1) the profile of the respondents in terms of age, sex, highest educational attainment, length of service; 2) the teachers' professional commitment level in the area of support and challenges, identity and efficacy, work-life tension, sustaining motivation; 3) the learners' academic performance level for School Year 2024-2025; 4) the significant difference in teachers' professional commitment level when grouped and compared according to the aforementioned variables; and 5) the significant relationship between teachers' professional commitment levels and learners' academic performance.

Methodology:

This section presents a discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedures for data analysis.

Research Design

This study utilized a descriptive research design to determine the level of teachers' professional commitment to learners' academic performance in one of the districts of a medium-sized division in Central Philippines for the first and second quarters of School Year 2024-2025. The researcher utilized a descriptive research design to understand a group or phenomenon in its context. Based on that theory, this research is a descriptive design with a qualitative approach. In descriptive research, information is gathered to test theories or provide answers to queries about the condition of the study's subject. Descriptive research establishes and recounts the current state of affairs. A descriptive study focuses on specific regions or populations and methodically explains facts, events, or phenomena.

Hence, descriptive design was used in this research because the researcher considered it the most suitable design in determining the level of teachers' professional commitment and the level of students' academic performance. This design is suited for studies that describe, explain, and validate findings to achieve a good result for the data or information.

Study Respondents

The study's respondents were the 120 public school teachers distributed in 25 schools within the said district. Since the total number of respondents is easily manageable, the researcher used a purposive sampling method.

As a non-probability sampling method, purposeful sampling selects units consciously according to predetermined standards. Qualitative researchers employ this method to choose a particular set of people or units for examination. Small sample sizes, non-random selection, and an emphasis on particular traits are all part of purposeful sampling. Other names for it include selective or judgmental sampling (Nikolopoulou, 2023).

Instruments

This study utilized a self-made survey questionnaire divided into two parts: the first collecting respondents' profiles (age, sex, education, length of service), and the second containing 30 items measuring teachers' professional commitment across three areas, rated on a five-point Likert scale from "always" to "almost never." Secondary learners' academic performance was gathered from report cards for the first two quarters of the 2024-2025 school year. The instrument's validity was confirmed through face and content validation by three PhD-level educational management experts within the same division, resulting in a high validity score of 4.89 ("excellent"). Reliability testing was conducted via a pilot on 30 teachers outside the study sample, yielding a Cronbach's alpha of 0.942, also interpreted as "excellent," indicating the instrument's consistency and suitability for the study.

Data Gathering Procedure

In conducting this study, the researcher took the following steps to gather the needed information and data:

First, a letter was sent to the School's Superintendent asking permission to conduct the study. The approved letter was duplicated for distribution to the twenty-five (25) School Heads within the district where this study was conducted. The data-gathering instrument was distributed outside school hours, not to distract the teachers from their regular school routine. The respondents were allowed 3 days to answer and return the hard copies of the instrument. An accomplished data gathering instrument was encoded and tallied to the pre-formatted Excel file for easier tabulation. The Statistical Package for Social Sciences (SPSS) software processed the computation. Likewise, statistical tables were constructed according to the objectives stated in the study.

Data Analysis and Statistical Treatment

Objective No. 1 used the descriptive analytical scheme and frequency count and percentage distribution to determine the profile of the respondents in terms of age, sex, highest educational attainment, and length of service.

Objective No. 2 used the descriptive analytical scheme and mean to determine teachers' professional commitment level regarding support and challenges, identity and efficacy, work-life tension, and sustaining motivation.

Objective No. 3 used a descriptive analytical scheme and mean to determine the level of learners' academic performance.

Objective No. 4 used a comparative analytical scheme and Mann-Whitney U Test to determine if there is a significant difference in teachers' professional commitment level when grouped and compared according to the aforementioned variables.

Objective No. 5 used relational analysis and Spearman Rho to determine if there is a significant relationship between teachers' professional commitment and learners' academic performance.

Ethical Consideration

In conducting this study, various ethical principles were followed, such as voluntary participation, informed consent, risk of harm, confidentiality, and anonymity, which were strictly followed to protect the identity of the respondents and the schools they represent, including their responses. Furthermore, the respondents could voluntarily withdraw their participation in this research study. Anonymity would be assured in the study report.

Results and Discussion:

This section presents, analyzes, and interprets the data that were gathered consistent with its predetermined objectives.

Profile of the Respondents According to Age, Sex, Highest Educational Attainment, and Length of Service

Table 1
Profile of Respondents

Variables	Categories	Frequency	Percentage
Age	Younger (less than 34 years old)	56	46.70
	Older (34 years old and above)	64	53.30
	Total	120	100
Sex	Male	51	42.50
	Female	69	57.50
	Total	120	100
Highest Educational Attainment	Lower (College Level)	35	29.20
	Higher (Post-Grad Level)	85	70.80
	Total	120	100
Length of Service	Shorter (less than 10 years)	56	46.70
	Longer (10 years or more)	64	53.30
	Total	120	100

Table 1 shows the profile of the respondents in terms of age, where 56 or 46.70% were younger (below 34 years old) and 64 or 53.30% were older (34 years old and above). Regarding sex, 51 or 42.50% were male and 69 or 57.50% were female. Regarding the highest educational attainment, 35 or 29.20% belonged to lower (college level) respondents, and 85 or 70.80% belonged to higher (postgraduate level) respondents. Moreover, according to length of service, 56 or 46.70% were categorized as shorter tenure respondents (below 10 years) and 64 or 53.30% as longer tenure respondents (10 years and above). Understanding the age bracket of a population yields insights into their level of teachers' professional commitment in support and challenges, identity and efficacy, work-life tension, and sustaining motivation. In this study, the number of younger and older respondents was equal. It is important to determine the sex of the respondents because it can affect the way they answer the survey. In this study, the majority of the respondents were female.

Descriptive Analysis in the Level of Teachers' Professional Commitment in Support and Challenges, Identity and Efficacy, Work-life Tension, and Sustaining Motivation

Table 2
Level of Teachers' Professional Commitment in Support and Challenges

Area	M ea n	Interp retati on
A. Support and Challenges		
<i>As a teacher, I ...</i>		
1. always provide learners' support.	3.92	High Level
2. show support and collaborate with co-teachers in school.	4.25	High Level
3. assist learners' academic undertakings.	3.89	High Level

4. address classroom issues with parents and learners on the side.	4.56	Very High Level
5. provide healthy classroom challenges to strengthen learners' focus.	3.89	High Level
6. initiate professional reflections and promote learning opportunities to improve teaching practice.	4.33	High Level
7. reflect on attaining personal and professional development goals and objectives.	3.78	High Level
8. conduct regular classroom visitation to provide an opportunity to interact with teachers to know what happens in the classroom and ensure teachers perform instructional delivery activities as expected.	3.96	High Level
Overall Mean	4.07	High Level

Table 2 shows the level of teachers' professional commitment in support and challenges. The overall mean score is 4.07, interpreted as "high level". Item 4 obtained the highest mean score of 4.56, which states "address classroom issues with parents and learners on the side," interpreted as "very high level". In contrast, item 7 got the lowest mean score of 3.78, which states "reflect on the attainment of personal and professional development goals and objectives," interpreted as "high level".

This implies that teachers encountered difficulties in the level of teachers' professional commitment in support and challenges in adopting various situations and promoting learning opportunities to improve teaching practice. This could be because 50% of the respondents belonged to the older category. Older teachers may have some difficulties adjusting to integrating technology-based learning compared to the younger ones, who are more adept at it. While it is true that training can improve teachers' skills, the ease of utilization may still be an issue for older teachers.

Bhandari (2020) accepted this result, who conducted a study on teachers' preparedness for different learning strategies. He opined that although some teachers were not ready for the sudden shift in educational setup, they adopted a combination of learning modalities, such as blended learning, modular learning, and online learning. These teachers could cope with challenges by brainstorming with co-teachers, using previous experience, and using positive thinking.

Table 3
Level of Teachers' Professional Commitment in Identity and Efficacy

Area	Mean	Interpretation
B. Identity and Efficacy		
<i>As a teacher, I ...</i>		
1. set a good example for learners.	4.28	High Level
2. always stand by my decisions.	3.99	High Level
3. show decisiveness in class when giving instructions or talking to parents.	3.97	High Level
4. discipline learners within reasonable bounds.	4.54	Very High Level
5. I work hard to harness my teaching competence.	3.84	High Level
6. ensure that learner discipline policies developed with stakeholders are integrated into various school processes and applied consistently.	3.96	High Level
7. monitor the instructional delivery to help when necessary.	4.03	High Level
8. work with personnel evaluating learning assessment tools, strategies, and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.	4.17	High Level
Overall Mean	4.10	High Level

Table 3 reveals the level of teachers' professional commitment to identity and efficacy. The overall mean score is 4.10, interpreted as "very high level".

Item 4 showed the highest mean score of 4.54, which states "discipline learners within reasonable bounds," interpreted as "very high level". At the same time, item 5 got the lowest mean score of 3.84 which states "I work hard to harness my teaching competence" as "high level".

The table revealed that some teachers strive hard to improve their professional commitment in identity and efficacy, with the possibility of having an outside evaluator to assess their classroom management styles and skills. This may not look very safe at the start, but if they realize the importance of a third-party opinion, they will be able to

understand its purpose. Feedback is important here; teachers must be assured that this is not about criticisms and fault-finding, but rather a way to improve their classroom management skills in learning assessment tools, strategies, and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.

Chetty (2020) validated this, stating that effective performance evaluations and feedback policies may be particularly valuable in public schools, where few low-cost strategies have been found to enhance teacher productivity. In recent years, value-added scores have been increasingly used to measure and evaluate teacher performance. Teacher productivity, as measured by value-added scores, has been shown to have substantial, long-term effects on student outcomes.

Table 4
Level of Teachers' Professional Commitment in Work-life Tension

Area	Mean	Interpretation
C. Work-Life Tension		
<i>As a teacher, I ...</i>		
1. deal with school and personal problems squarely.	3.98	High Level
2. do not allow personal issues to affect my teaching.	4.35	High Level
3. manage my fears, anger, and emotions personally.	4.02	High Level
4. leave family issues at home before heading to school daily.	4.41	High Level
5. openly share work issues with peers in school.	3.93	High Level
6. can become enthusiastic about anything	3.95	High Level
7. found it easy to work up the initiative to do things.	4.14	High Level
8. tended not to overreact to situations.	4.13	High Level
Overall Mean	4.12	High Level

Table 4 presents the level of teachers' professional commitment in work-life tension. The overall mean score is 4.12, interpreted as "high level".

Item 4 registered the highest mean score of 4.41, which states "leave family issues at home before heading to school daily," as "high level". At the same time, item 5 obtained the lowest mean score of 3.93, which states "openly share work issues with peers in school," interpreted as "high level". Teachers showed that they leave family issues at the door when entering the school, focusing on their professional duties and student needs. Teachers maintain a professional demeanor and avoid letting personal matters interfere with their teaching effectiveness.

The tension between work and personal life significantly influences teachers' professional commitment, reflecting their dedication and loyalty to their profession. Teachers are responsible for providing students with a stable and focused learning environment. This requires them to separate their personal lives from their professional responsibilities. While some studies suggest that high levels of commitment are associated with greater efficiency and engagement, lower levels may lead to decreased performance and increased absenteeism (Zulfiqar, 2022). Work-life balance and teaching motivation also play a crucial role in shaping teachers' commitment, with positive relationships between these factors and commitment level (Saira et al., 2021).

Teachers should prioritize the educational needs of their students. This means being prepared, engaged, and focused on effective instruction, even when dealing with personal challenges. Teachers should also practice effective time management and utilize their time to address family issues, rather than bringing them into the classroom. Teachers struggling with significant personal issues should seek support from school counselors, administrators, or other resources.

Comparative Analysis in Level of Teachers' Professional Commitment in Support and Challenges, Identity and Efficacy, Work-life Tension, and Sustaining Motivation when grouped and compared according to Age, Sex, Highest Educational Attainment, and Length of Service

Table 5
Difference in the Level of Teachers' Professional Commitment in Support and Challenges when grouped and compared according to the aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	56	62.19	1697.500	0.616	0.05	Not Significant
	Older	64	59.02				
Sex	Male	51	62.15	1675.500	0.653		Not Significant
	Female	69	59.28				

Highest Educational Attainment	Lower	35	65.49	1313.000	0.310	Not Significant
	Higher	85	58.45			
Length of Service	Shorter	56	62.19	1697.500	0.616	Not Significant
	Longer	64	59.02			

Table 5 indicates the difference in the level of teachers' professional commitment in support and challenges of the public secondary school teachers. When respondents were grouped according to age, sex, highest educational attainment, and length of service, the computed Mann-Whitney U tests were 1697.500, 1675.500, 1313.000, and 1697.500 with p-values of 0.616, 0.653, 0.310, and 0.616, respectively, all greater than the 0.05 level of significance, interpreted as "not significant". This means that the hypothesis that "there is no significant difference in the level of teachers' professional commitment in support when grouped according to age, sex, highest educational attainment, and length of service" was therefore "accepted".

This suggests that age, sex, highest educational attainment, and length of service have no significant impact on the ability of teachers to commit to the current curriculum implementation in the new normal. This means those teachers have the same level of professional commitment in support and challenges in implementing the curriculum.

The statement "there is no significant difference in the level of teachers' professional commitment in support when grouped according to age, sex, highest educational attainment, and length of service" suggests that teacher commitment levels remain consistent regardless of these demographic factors. Studies have found that teacher commitment, dedication, and passion for teaching can be consistent across different age groups, genders, and levels of education (Digma, 2021). While some research indicates potential gender differences in organizational commitment, the overall trend is that demographic factors do not significantly impact the level of professional commitment.

Table 6

Difference in the Level of Teachers' Professional Commitment in Identity and Efficacy when grouped and compared according to the aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	56	61.46	1738.000	0.775	0.05	Not Significant
	Older	64	59.66				
Sex	Male	51	57.66	1614.500	0.438		Not Significant
	Female	69	62.60				
Highest Educational Attainment	Lower	35	64.81	1336.500	0.380		Not Significant
	Higher	85	58.72				
Length of Service	Shorter	56	61.46	1738.000	0.775		Not Significant
	Longer	64	59.66				

Table 6 indicates the difference in teachers' professional commitment level to identity and efficacy among public secondary school teachers. When respondents were grouped according to age, sex, highest educational attainment and length of service, the computed Mann-Whitney U test were 1738.000, 1614.500, 1336.500 or 1738.000 with p-values of 0.775, 0.438, 0.380 and 0.775, respectively, both greater than the 0.05 level of significance, interpreted as "not significant". This means that the hypothesis that "there is no significant difference in the level of teachers' professional commitment in identity and efficacy when grouped according to age, sex, highest educational attainment, and length of service" was therefore "accepted".

The statement indicates that, when grouped by age, sex, highest educational attainment, and length of service, there is no statistically significant difference in the level of teachers' professional commitment, encompassing both their professional identity and sense of efficacy. This means that regardless of these demographic factors, teachers in the study exhibit similar levels of commitment to their profession. This suggests that factors beyond demographics may be more influential in shaping a teacher's commitment, such as their personality, experiences, and the support they receive from the school or community. While this statement suggests that these demographics are not strong predictors of professional commitment, exploring other factors that may influence a teacher's dedication and sense of efficacy is still important. In summary, the statement suggests that teachers' professional commitment, including professional identity and efficacy, is not significantly influenced by age, sex, highest educational attainment, or length of service. This suggests that other factors, such as individual personality, experience, and support systems, may be more important in shaping a teacher's dedication and belief in their ability to succeed.

Table 7

Difference in the Level of Teachers' Professional Commitment in Work-life Tension when grouped and compared according to the aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	56	58.41	1675.000	0.534	0.05	Not Significant
	Older	64	62.33				
Sex	Male	51	62.46	1659.500	0.592		Not Significant
	Female	69	59.05				
Highest Educational Attainment	Lower	35	56.79	1357.500	0.448		Not Significant
	Higher	85	62.03				
Length of Service	Shorter	56	58.41	1675.000	0.534		Not Significant
	Longer	64	62.33				

Table 7 indicates the difference in the level of teachers' professional commitment in work-life tension of the public secondary school teachers. When respondents were grouped according to age, sex, highest educational attainment, and length of service, the computed Mann-Whitney U tests were 1675.000, 1659.500, 1357.500, and 1675.000 with p-values of 0.534, 0.592, 0.448, and 0.534, respectively, all greater than the 0.05 level of significance, interpreted as "not significant". This means that the hypothesis that "there is no significant difference in the level of teachers' professional commitment in work-life tension when grouped according to age, sex, highest educational attainment, and length of service" was therefore "accepted".

The provided text suggests that a study found no significant difference in teachers' professional commitment or work-life tension when grouped by age, sex, highest educational attainment, or length of service. This indicates that these demographic factors, in the study context, do not explain or predict variations in either teachers' commitment to their profession or the tension they experience between work and personal life.

This suggests that teachers' professional commitment and work-life balance are not primarily determined by age, gender, educational background, or years of experience. The study's analysis revealed that, within the observed groups and profiles, statistically, there was no meaningful variation between the level of professional commitment or work-life tension (Derakhshan et al., 2020).

Table 8

Difference in the Level of Teachers' Professional Commitment in Sustaining Motivation when grouped and compared according to the aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	56	57.32	1614.000	0.341	0.05	Not Significant
	Older	64	63.28				
Sex	Male	51	58.97	1681.500	0.674		Not Significant
	Female	69	61.63				
Highest Educational Attainment	Lower	35	57.47	1381.500	0.533		Not Significant
	Higher	85	61.75				
Length of Service	Shorter	56	57.32	1614.000	0.341		Not Significant
	Longer	64	63.28				

Table 8 indicates the difference in the level of teachers' professional commitment in sustaining the motivation of the public secondary school teachers. When respondents were grouped according to age, sex, highest educational attainment, and length of service, the computed Mann-Whitney U tests were 1614.000, 1681.500, 1381.500, and 1614.000 with p-values of 0.341, 0.674, 0.533, and 0.341, respectively, all greater than the 0.05 level of significance, interpreted as "not significant". This means that the hypothesis that "there is no significant difference in the level of teachers' professional commitment in sustaining motivation when grouped according to age, sex, highest educational attainment, and length of service" was therefore "accepted".

Relational Analysis in Level of Teachers' Professional Commitment and Learners' Academic Performance

Table 9

Relationship between the Level of Teachers' Professional Commitment and Learners' Academic Performance

Variable	rho	p-value	Sig. level	Interpretation
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Level of Teachers' Professional Commitment

1.000 0.000 0.05 Significant

Level of Learners' Academic Performance

Table 9 shows the relationship between the teachers' professional commitment level and learners' academic performance. The computed rho-value was 1.000** interpreted as a perfect monotonic relationship where one variable increases or decreases exactly in proportion to the other, and the p-value was 0.001, which is less than the 0.05 significance level, interpreted as "significant". Thus, the hypothesis that "there is no significant relationship between the level of teachers' professional commitment and learners' academic achievement" was therefore "rejected".

The result demonstrates a significant relationship between teachers' professional commitment and learners' academic achievement. Higher levels of teacher commitment are associated with better student performance. This includes committing to the profession, the students, and the teaching process. Studies show a positive correlation between teachers' commitment and student academic performance. This means that as teacher commitment increases, so does student academic achievement. Teachers with a strong commitment are more likely to pursue professional development opportunities, which can further enhance their teaching skills and knowledge. This was confirmed in the results of Cervañez (2024), which showed that teachers' commitment was high. Learners' academic performance was found to be very satisfactory. Furthermore, a significant relationship existed between teachers' commitment and learners' performance.

The teachers are playing a significant role in the teaching and learning process. The students' success or failure depends on the kind of instruction they receive from their teachers. No single factor can contribute more to improved student achievement than guaranteeing a quality teacher in every classroom. Moreover, no classroom facilities and instructional materials can produce the desired learning outcome without a teacher at the center stage (Punongbayan & Bauyon, 2022).

Conclusions:

The study found that most teacher-respondents were older females with longer service and higher educational attainment, and their professional commitment—across areas such as support and challenges, identity and efficacy, work-life tension, and sustaining motivation—was consistently rated at a high level. Similarly, learner performance during School Year 2024–2025 was very satisfactory. No significant differences in teachers' professional commitment were found when grouped by demographic variables, but a significant relationship existed between teachers' level of commitment and student performance. This suggests that more professionally committed teachers tend to foster better academic outcomes in students. The findings highlight the importance of continuous technical training and professional development tailored to teachers' needs, as investing in teacher growth positively influences student achievement. Encouraging lifelong learning, recognizing teachers' efforts, and creating supportive environments are essential strategies to sustain high commitment and improve educational outcomes.

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