



Teachers' Commitment and Learners' Performance

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Abstract:

Teachers' commitment to their profession serves as a moral compass in carrying out their duties as educators and professionals. This correlational study explored teachers' commitment vis-a-vis learners' performance in one of the secondary schools of a large-sized school division in Central Negros for the School Year 2023-2024. The study used a descriptive research design and a self-made data-gathering instrument, which was fully validated and reliability tested. One hundred thirty-four public secondary school teachers participated as study respondents and rated 40-line items in the questionnaire. The study revealed that teachers' commitment was at a high level. Learners' academic performance was found to be very satisfactory. Furthermore, the study found no significant difference in teachers' commitment levels. However, a significant relationship existed between teachers' commitment and learners' performance. The following recommendations were made to address issues identified in the study: Implementation of SSL (Support Struggling Learners' Program), Implementation of FEL (Financial Education and Literacy), and the Promotion of Teacher Voice and Decision-Making.

Keywords: Education, teachers' commitment, learners' performance, public schools, Negros Occidental, Philippines.

Introduction:

Nature of the Problem

Teachers' commitment allows them to show affection, have a more profound desire to educate learners, and have a higher energy to perform better in providing quality education. This is considered an essential component in the delivery of good instruction and in accomplishing students' academic goals (Mart, 2018).

Meanwhile, enhancing learners' academic performance is always the goal of highly committed and motivated teachers. Learners' performance refers to students demonstrating knowledge, skills, and attitudes. It encompasses how effectively they apply what they have learned. As educators, the goal is always to enhance learners' performance by using effective teaching strategies, providing constructive feedback, and fostering an environment where they can thrive.

The researcher is a public school teacher who often faces unique challenges such as limited resources, high student-to-teacher ratios, and diverse student needs; understanding motivation can help teachers navigate these challenges more effectively. There is concern for the persistent issue of teacher burnout and high attrition rates. The researchers observed that teachers, including herself, may struggle to sustain their passion and motivation due to stressors unique to a public school setting, such as underfunding, overcrowded classrooms, and a lack of resources. This led to a decrease in teacher efficacy and commitment, which, in turn, negatively affected student learning outcomes.

Current State of Knowledge

It is widely recognized in educational research that committed teachers are more likely to exhibit behaviors that promote student learning, such as showing care and enthusiasm, adopting effective teaching strategies, and providing constructive feedback. Teacher commitment has been found to correlate significantly with positive student outcomes (Reis, 2018).

The issues of limited resources, high student-to-teacher ratios, and diversity in student needs are challenges that contribute to teacher burnout and decreased teacher efficacy and commitment (Iqbal & Sami, 2020). These factors, in turn, can negatively influence student learning outcomes (Setoromo & Hadebe-Ndlovu, 2020). Research also shows that teachers' belief in their effectiveness (teacher efficacy) is linked to students' academic



achievements. Challenges in the public school system, such as underfunding and lack of resources, can negatively impact this efficacy (Nielsen et al., 2019).

Teachers' commitment plays a crucial role in promoting an environment conducive to student learning and teacher well-being. Addressing issues within public schools to support teachers is a pathway to enhancing education outcomes.

Theoretical Underpinnings

This study was anchored on two (2) theories, namely, The Theory of Commitment by John Meyer and Natalie Allen (1991) and the Theory of Performance by Don Elger (2013). According to Meyer and Allen (1991), organizational commitment explains that commitment to an organization is a psychological state with three distinct components that affect how employees feel about the organization for which they work.

On the other hand, Elger's Theory of Performance explains performance and performance improvements. This theory is being used to relate to learners' performance. To perform is to produce valued results. Thus, good academic performance among learners will ultimately focus on their grades holistically. This means that increasing teacher dedication may help improve instructional techniques, give more insightful feedback, and foster an atmosphere that encourages students to achieve their learning goals. Thus, educators who demonstrate the elements of organizational commitment noted by Meyer and Allen are more likely to focus their efforts and abilities on activities that enhance learning outcomes, enhancing students' academic achievement as delineated by Elger's theory.

Objectives of the Study

This study aimed to determine the levels of teachers' commitment and learners' performance in one of the secondary schools of a large-sized school division in Central Negros for the School Year 2023-2024. Specifically, this aimed to determine (1) the level of teachers' commitment in affective, continuance, and normative, (2) the level of learners' performance when grouped according to variables, (3) the significant difference in the level of teachers' commitment when grouped according to the same variables; (4) the significant difference in the level of learners performance when grouped according to the same variables; and (5) the significant relationship between the level teachers commitment and the level of learners performance.

Research Methodology:

This section presents the research design, study locale, respondents, data gathering instrument, validity and reliability of the instrument, data gathering procedure, analytical schemes, and statistical tools.

Research Design

This study utilized descriptive research design to determine the level of teachers' commitment and learners' performance in one of the secondary schools of a large-sized division in Central Negros for the School Year 2023-24. According to Austria-Cruz (2019), the descriptive research design is a methodological approach that methodically explains a scenario, problem, phenomenon, service, program, or people's views. Research of this kind is more concerned with "what" is occurring than with "how" or "why" things occur.

Respondents

The study's respondents were 134 public school teachers from 203 total population, chosen via stratified sampling using the Cochran formula. The researchers randomly selected the respondents from each school using the lottery technique.

Instrument

This study used a self-made questionnaire to gather all the data, mainly from teacher respondents. The questionnaire was divided into two parts: Part 1 contains queries on respondents' profiles such as age, civil status, highest educational attainment, and length of service., while Part 2 contains the questionnaire proper, where there are twenty-four (24) line items for commitment and the secondary data on learners' performance rating was taken from the 2023-2024 overall general weighted average of learners. Each item was rated on a scale of 1 to 5, where 5 was interpreted as always, 4 as often, 3 as sometimes, 2 as rarely, and 1 as almost never.

Data Collection



For the smoother conduct of the study, the researchers sought permission from the School Principal to undertake the study. Accordingly, a letter request was sent to the school principal, and upon approval, the researchers scheduled the questionnaire's administration for the respondents and the researchers in a mutually convenient manner. The researchers personally administered the questionnaires to the target respondents. A brief orientation was given to present the study's objectives and explain how to answer the survey questionnaire. The researchers assured the respondents that all data gathered in this study was treated with the utmost confidentiality.

Data Analysis and Statistical Treatment

Objectives 1-2 used the descriptive analytical scheme and mean as statistical tools to determine the level of teachers' commitment and learners' performance when grouped according to variables. Objectives 3-4 used the comparative analytical scheme and Mann-Whitney U-Test to determine whether a significant difference exists between teachers' commitment and learners' performance when grouped according to selected variables. Finally, objective 5 utilized a relational analytical scheme and Spearman Rho to determine whether a significant relationship exists between teachers' commitment and learners' performance.

Ethical Considerations

The researchers ensured that no personal data compromising the respondents' identity was collected in adherence to the Data Privacy Act of 2012, specifically on accessing the data both by the researchers and the analyst. The researcher was the only person with access to all data gathered. The respondents assured that no information that disclosed their identity was released or published without their consent to the disclosure, except when necessary to protect their rights and welfare. Likewise, all collected materials will be appropriately disposed of by machine shredding or dissolved in water after the study's publication. Furthermore, soft copies of the data will be deleted with no chance of future retrieval.

Results and Discussion

This section presents, analyzes, and interprets the data in connection with the objectives of this study.

Table 1
Level of Teachers' Commitment in the Affective Domain

Items	Mean	Interpretation
As a teacher, I ...		
1. find ways to teach effectively using creative methods.	4.39	High Level
2. assist every learner in need.	4.29	High Level
3. practice fairness in giving grades and giving attention to pupils.	4.59	Very High Level
4. see to it that every learner is assisted based on his/her needs	4.37	High Level
5. advocate the upholding the right of every learner.	4.58	Very High Level
6. work towards the protection of every child learner.	4.60	Very High Level
7. consider every child to be a champion.	4.52	Very High Level
8. look at every learner with a unique/different need.	4.60	Very High Level
Overall Mean	4.49	High Level

Table 1 shows the overall mean scores of 4.49 on the level of teachers' commitment in the area of affective, which is interpreted as a high level.

Item Nos. 6 and 8, which states, "As a teacher, I work towards the protection of every child learner" and "look at every learner with a unique/different need," got the highest mean score of 4.60, interpreted as very high level. Meanwhile, Item No. 2, which states, "As a teacher, I assist every learner in need," got the lowest mean score of 4.29, which is interpreted as a high level.

The lowest mean is on a high level, and while this regularly means having an issue, this case could be interpreted as an opportunity for teachers to maintain or even improve further in showing affective commitment towards learners. As shown in the results, there is a need for some teachers to be more engaged, individually, in assisting learners who are in need as a valid sign of higher commitment. These learning needs can be addressed with the sustained commitment of teachers to show compassion to learners in need.

This result is congruent with the obtained results in the study of Altun (2017), who investigated the effects of teacher commitment on student achievements. The study explored the role of teacher commitment in student



achievement focus, used the differences passionate teachers make, and pointed out the effects of passion on practical learning and teaching. It was revealed in the study that teachers' commitment leads them to invest more time and energy in keeping up involvement in the school. This willingness to promote the school creates an emotional link between teachers and the school, inspiring teachers to seek ways to enhance the teaching profession and establish an effective learning environment to allow students to reach their targets. The study also found that commitment to teaching is a crucial factor in contributing to the achievement of students. Furthermore, the study revealed that passion is a motivating factor; therefore, it is a significant need for high-quality learning and teaching. Passionate teachers, via creating effective learning environments, endeavor to increase the learning potentials of their students.

Table 2
Level of Teachers' Commitment in the Continuance Domain

Items	Mean	Interpretation
As a teacher, I ...		
1 . am able save from my salary.	3.43	Moderate Level
2 . am able to provide for the needs of my family.	4.14	High Level
3 . I work hard to get promoted in my job.	3.90	High Level
4 . intend to complete postgraduate studies.	4.01	High Level
5 . maintain a good level of performance for future promotions.	4.09	High Level
6 . remain highly compliant with all deliverables in school.	4.32	High Level
7 . collaborate with co-teachers to achieve a conducive workplace.	4.38	High Level
8 . Work with the school to help achieve academic goals for learners.	4.52	Very High Level
Overall Mean	4.10	High Level

Table 2 shows the overall mean score of 4.10 on the level of teachers' commitment in the area of continuance, which is interpreted as a high level.

Item no. 8, which states, "Work with the school to help achieve academic goals for learners," got the highest mean score of 4.52, interpreted as a very high level. Meanwhile, Item 1, which states, "am able to save from my salary," got the lowest mean score of 3.43, interpreted as a moderate level.

The results showed that some teachers have issues keeping aside some extra savings from their salary. While it is true that part of teachers' commitment is centered on the continuance of their job, salary versus expense these days hardly match. This is the reality out there: Teachers can barely save from their earnings due to the present economic condition of our country.

This result is concurred by Kumari and Kumar (2023), who conducted a study to identify the factors influencing teachers' commitment and evaluate its influence on teachers' job performance in private schools in Mirpurkhas, Pakistan. It was found that motivation significantly influences teachers' job performance. The study revealed that self-determined and non-self-determined motivation and factors influencing teachers' motivation significantly impact teachers' job performance. The administration must formulate teachers' motivational policies and practices to meet their needs. Furthermore, school administrations should provide adequate resources like bonuses, rewards, good communication, moral support, emotional support, and an increment in salaries to ensure quality learning and yield high performance from their teaching staff to improve the relevant education system.

Table 3
Level of Teachers' Commitment in the Normative Domain

Items	Mean	Interpretation
As a teacher, I ...		
1 . adhere to the professional and ethical standards for teachers.	4.60	Very High Level
2 . take time to learn effective and relevant teaching strategies.	4.46	High Level
3 . I am transparent in all financial dealings.	4.48	High Level
4 . keep myself updated with deadlines to beat deliverables.	4.28	High Level
5 . set an example to learners and co-teachers by coming to school ahead of time.	4.19	High Level
6 . comply with the standard MOOE liquidation process.	4.32	High Level
7 . maintain a cordial, professional relationship with my students and their parents.	4.51	Very High Level
8 . maintain objectivity in class without any show of favoritism.	4.57	Very High Level
Overall Mean	4.43	High Level



Table 3 shows the overall mean score of 4.43 on the level of teachers' commitment in the area of normative, which is interpreted as a high level.

Item No. 1, which states "adhere to the professional and ethical standards for teachers," got the highest mean score of 4.60, interpreted as a very high level. Meanwhile, Item 5, which states, "set an example to learners and co-teachers by coming to school ahead of time," got the lowest mean score of 4.19, interpreted as high level.

The lowest mean score talks about setting an example to other teachers about coming to work early. One of the reasons why this line item got the lowest mean score is that teachers are naturally early risers and because of the early schedule of classes. There is no need for each of them to influence others to come early as they all come to work early, which is the norm among school teachers. This is called professionalism at work.

The teachers' professionalism is closely related to school performance, especially students' success in academics, co-curriculum, or personality. Teacher competence is considered the most effective medium for educating students in schools. In the context of education in Malaysia, student success focuses on three elements, namely academic, co-curriculum, and personality. The study of Zakaria (2020) was conducted to examine the level of teachers' professionalism and students' success and the relationship between the two variables. The study roped into a sample of 374 from 85 secondary schools. They were asked to respond to the questionnaire based on the Malaysian Teacher Standard (2009) and the 2nd Wave of Malaysian Curriculum Quality Standards (SKPMg2), focusing on the fifth Standard, which is Student Success. The findings showed that teachers' professionalism and students' success were very high. For teachers' professionalism, the sub-dimensions of knowledge and understanding scored the highest mean. It shows that there was a significant relationship between teachers' professionalism and students' success. These findings also show that the teachers' professionalism had a significant impact on students' success.

Table 4
Level of learners' performance for the first and second quarter of the school year 2023-2024

Variable	Mean	Interpretation
Learners' Performance	88.05	Very Satisfactory

Table 4 shows the level of learners' performance for the first and second quarters, with a mean score of 88.05, which is interpreted as very satisfactory.

The overall performance of learners is very satisfactory. This implies that the learners can perform well if properly taken care of.

The study of Almerino (2020) evaluated the academic performance of K-12 students in the Philippines. In the Philippines' early adoption of the K-12 educational system, several concerns have been raised regarding its implementation, mainly the mismatch between coursework offered in Philippine K-12 educational institutions and industry demands. With such outcomes, it is necessary to determine the status of the K-12 educational system in the Philippines. This paper attempts to shed light on such concerns by evaluating the performance of the 12 students using a standardized approach. The Scholastic Abilities Test for Adults, a standardized test for measuring the academic competence of adults, is used in this study to measure scholastic abilities. The descriptive analyses made in this paper may aid in the development of more robust strategy frameworks for positioning the current K-12 educational system to global and industry demands.

Table 5
Difference in the level of teachers' commitment in the Affective Domain when grouped according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	66	71.61	1972.500	0.224		Not Significant
	Older	68	63.51				
Civil Status	Single	59	69.51	2094.000	0.593	0.05	Not Significant
	Married	75	65.92				
Highest Educational Attainment	Lower	62	73.77	1843.000	0.081		Not Significant
	Higher	72	62.10				



Length of Service	Shorter	83	72.40	1709.500	0.061	Not Significant
	Longer	51	59.52			
Average Family Monthly Income	Lower	60	71.29	1992.500	0.306	Not Significant
	Higher	74	64.43			

Table 5 shows the difference in the level of teachers' commitment in the affective area when grouped and compared according to variables obtained a p -value greater than the 0.05 significance level, interpreted as not significant.

Thus, the hypothesis that "there is no significant difference in the level of teachers' commitment in the area of affective when grouped and compared according to age, civil status, highest educational attainment, length of service and average family monthly income" was accepted.

This means that age, civil status, highest educational attainment, length of service, and average family monthly income of teachers have no effect in assessing teachers' commitment. Without any significant difference in the respondents' opinion, any project that needs to be implemented to improve teachers' commitment can be safely done.

The study of Amora (2016) aimed to determine the interrelationship between teachers' organizational commitment, teaching efficacy beliefs, performance levels, and their pupils' attitudes toward mathematics. The descriptive-correlation method was applied to the 377 pupils and 45 Math teachers drawn from the Division of Dasmariñas. The study revealed that organizational commitment relates to teachers' performance but not to teaching efficacy belief and pupils' attitudes toward mathematics. However, teachers' performance is related to teaching efficacy beliefs and pupils' attitudes in Mathematics. While teaching efficacy beliefs and pupils' attitudes towards mathematics are related, knowing the teachers' variability along commitment, efficacy beliefs, and performance level about pupils' attitudes is very significant for better understanding the pupils, especially with negative attitudes towards Mathematics.

Table 6

Difference in the level of teachers' commitment in the Continuance Domain when grouped according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	66	70.55	2043.000	0.370		Not Significant
	Older	68	64.54				
Civil Status	Single	59	61.65	1867.500	0.121		Not Significant
	Married	75	72.10				
Highest Educational Attainment	Lower	62	68.98	2140.500	0.682	0.05	Not Significant
	Higher	72	66.23				
Length of Service	Shorter	83	70.04	1905.500	0.332		Not Significant
	Longer	51	63.36				
Average Family Monthly Income	Lower	60	66.36	2151.500	0.759		Not Significant
	Higher	74	68.43				

Table 6 shows the difference in the level of teachers' commitment in continuance when grouped and compared according to variables obtained a p -value greater than the 0.05 significance level, interpreted as not significant.

Thus, the hypothesis that "there is no significant difference in the level of teachers' commitment in the area of continuance when grouped and compared according to age, civil status, highest educational attainment, length of service and average family monthly income" was accepted.



This means that the variables above have no effect on the assessment of the respondent's commitment. This further means the respondents have a shared value and view on their continuance commitments. This implies that future programs implemented for teachers' continuance commitment will be accepted without much problem.

Academically performing students need to set for themselves challenging, realistic, and achievable goals and focus more on the task itself rather than the result. It is essential to engage, empower, motivate, and inspire students to adapt and improve academic achievement and become lifelong learners. Motivated students should strive to become independent learners, employ self-regulated learning strategies, and take responsibility for their learning in order to reach their full potential (Zadja, 2021).

Table 7

Difference in the level of teachers' commitment in the Normative Domain when grouped according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	66	68.91	2151.000	0.678		Not Significant
	Older	68	66.13				
Civil Status	Single	59	66.18	2134.500	0.725		Not Significant
	Married	75	68.54				
Highest Educational Attainment	Lower	62	0.88	2022.500	0.348	0.05	Not Significant
	Higher	72	64.59				
Length of Service	Shorter	83	69.79	1926.500	0.382		Not Significant
	Longer	51	63.77				
Average Family Monthly Income	Lower	60	64.44	2036.500	0.409		Not Significant
	Higher	74	69.98				

Table 7 shows the difference in the level of teachers' commitment in the area of normative when grouped and compared according to variables obtained a *p*-value which is greater than the 0.05 significance level, interpreted as not significant.

Thus, the hypothesis that "there is no significant difference in the level of teachers' commitment in the area of normative when grouped and compared according to age, civil status, highest educational attainment, length of service and average family monthly income" was accepted.

Ayelle (2017) investigated the relationship between teachers' motivations and commitment in selected general secondary schools of the Hadiya Zone in Ethiopia. It examined internal and external factors of teachers' motivation as well as the levels of teachers' commitments in the selected general secondary schools. The study employed a nested research design. Pearson product correlation coefficient results revealed that teachers had a significant and positive relationship between teachers' motivation and commitment to teachers and principals, vice principals, and supervisors' respondents, respectively. Higher levels of teachers' motivation were associated with higher levels of commitment in the study area. The mean and standard deviation of teachers, principals, vice-principals, and supervisors revealed that external factors influence teachers' motivation in the study area more than internal factors. The study area's affective, continuance, and normative commitment practices need to be more satisfactory. Based on the findings, it is recommended that general secondary schools, Woreda education, and Zone education Department provide necessary equipment and materials for general secondary schools, give fair incentives and benefits for teachers through building houses in rural general secondary schools teachers by mobilizing the community, should supply pure waters, electricity, access of transportation, and giving place to build home in urban areas and furnish the working conditions with refreshment facilities.

Table 8

Relationship between the level of teachers' commitment and level of learners' performance

Variable	Rho	p-value	Sig. level	Interpretation
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Level of Commitment	Teachers'				
Lever of Performance	Learners'	0.182	0.036	0.05	Significant

Table 8 shows the relationship between the level of teachers' commitment and the level of learners' performance which obtained a rho-value of 0.182 and p -value of 0.036; it is lower than the 0.05 significance level interpreted as significant.

Thus, the hypothesis stating "there is no relationship between the level of teachers' commitment and level of learners' performance" was rejected.

This means that teachers' commitment has an impact on learners' performance. Commitment comes with a responsibility. And with that responsibility, teachers deliver quality education.

Poliquit et al. (2018) conducted a study on teachers' commitment in the higher education setting pertaining to the inclination of the teaching and non-teaching employees to work beyond their designated job function to be able to attain the aims and aspirations of the organization. This study determined employees' organizational commitment in a higher education institution (HEI) in the Philippines. It employed the descriptive-correlational design with a researchers-designed questionnaire to gather data on the profile of the respondents and the extent of their organizational commitment. The respondents were 50 college teachers and 98 non-teaching staff. The gathered data were analyzed using frequency, simple percentage, weighted mean, Chi-square test of independence, and ANOVA. The findings revealed a significant relationship between their educational attainment and their point of view on their affective commitment towards the organization. Also, there were significant differences in the responses of the non-teaching staff's perceived level of organizational commitment in the context of affective commitment, continuance, normative, and general commitment. The study concluded that the employees of the HEI manifest a low or ideal level of commitment towards their assigned job and the organization in general. The researchers recommend that administrators adopt the proposed employee development plan.

Conclusion

The high level of teacher commitment could be attributed to the fact that teaching is considered both a passion and a job, and most often, commitment is associated with responsibility. Teachers' commitment to their profession is lifelong, and despite the odds of being teachers, they remain committed to being partners in providing children with quality education. The significant relationship between teachers' commitment and learners' performance proves that teachers attach responsibility to their commitment as educators and as frontline support for learners.

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