

TEACHERS' COMMITMENT AND PERFORMANCE

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Abstract

This descriptive study was conducted to determine the level of commitment in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting and the performance of 122 elementary school teachers for the School Year 2019-2020. Data needed for the study were collected from 122 public school teachers in a District in a large-sized Division in Central Visayas in the Philippines. The instrument used was a self-made survey questionnaire, which has hurdled the validity and reliability tests. The ensuing analyses revealed uniformly high-level results: Teachers' commitment in the areas of content knowledge and pedagogy ($M=4.01$; $SD=.540$), learning environment and diversity of learners ($M= 4.28$; $SD=.461$), curriculum and planning ($M=4.08$; $SD=.516$), and assessment and reporting ($M= 4.41$; $SD=.473$). As a final point, no significant relationship was found between the level of teachers' commitment and their performance ($p=.082$). The findings call for school heads' support and encouragement of teachers deserving of promotion to boost their levels of commitment toward work.

Keywords: Education, teachers' commitment and performance, content knowledge, and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, Negros Occidental.

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Introduction

Rationale

The continuous transformation of the educational system has increased the need for quality teachers. However, achieving quality teaching requires highly committed and competent teachers. According to Gavino (2018), becoming an effective teacher is a step-by-step process. This means that it requires continuous development, which starts from a teacher's personal growth and developing his professional commitment and competence. These are essential for them to effectively develop learners' potential at the highest possible level and produce skilled graduates. Hence, commitment and teacher performance should be taken great account for effective learning to happen.

The job of a teacher is not an easy one. It requires a high degree of commitment and commendable teaching performance. These two are integral parts of educational organization workforce. Both qualities must go altogether for the educational sector to scale up. Commitment develops the right attitude of sincerity and dedication toward work. It is often intertwined with motivation and confidence concerning a task or goal. Committed teachers are determinants of quality education and academic performance of students or schools. On the other hand, teacher performance deals with teachers' abilities to demonstrate instructional and professional skills toward high excellence. Teacher performance explains several aspects of education, which can be explained as engaging and supporting learners in learning and classroom management (Akinwale & Okotoni, 2019). Further success in education is routed on teaching commitment based on teachers' skills, knowledge, attitudes, values, and accountability for effective teaching, which can be measured in school and teachers' performance (Mwesiga & Okendo, 2018).

Teachers should maintain a high commitment to teaching. The researcher observed that teachers in the district have different levels of commitment. Some have competence but lack commitment, while others commit but lack competence. The recent self-assessment survey conducted in the School Year 2018-2019 in La Libertad District II showed that teachers' commitment and competence were evident, and their performance was Very Satisfactory. On this premise, the researcher would like to determine whether the level of teachers' commitment through self-assessment would influence the teachers' performance.

Literature Review

Cox (2019) stressed that commitment to teaching is essential. She noted that to be an effective educator, one should be committed to his/her students and the teaching profession. Janowiak (2019) also mentioned that while it is true that commitment can limit our options, it is also true that by being committed, we gain much by giving more of our efforts. Meanwhile, Lynch (2015) describes commitment as challenging oneself to perform better. Furthermore, Alsiewi and Agil (2014) stated that teachers with a strong commitment to the teaching profession are interested in performing whatever task they are given. Cagri (2018) also added that committed teachers can contribute to securing a better future for students and achieve the school's goal.

Nonetheless, Delima (2015) emphasized that committed teachers often make operative involvement in students' accomplishment and provide them with a quality

learning environment. She added that motivation, one of the key aspects of educational achievement, can be preserved by commitment. Torres and Balado (2014) added that attitudes towards teaching and work values determine the kind of teachers education institutions produce. This is supported by Batugal (2019), who mentioned that having the right attitude is an important part of the organization's culture. Similarly, Abaro (2017) emphasized that having dedicated teachers is important in the delivery of services and in achieving quality education. A similar idea stressed by Catolos and Catolos (2017) is that a teacher must be caring about their dedication and passion towards the teaching profession.

Alexander (2016) noted that some teachers only need feedback to improve performance, while others may need professional development. It was also mentioned by Chesaro et al. (2016) that some teachers are less to respond to post-observation feedback when they believe they cannot have benefited from it. Furthermore, Sun et al. (2016) stressed that the implementation of teachers' evaluations needs the approval of colleagues to improve teaching performance. Thus, it is important to have reliable and valid teacher evaluation systems. Hence, William (2016) suggested using a formative assessment approach to evaluate teacher performance. This is also supported by (Jacobsen, 2019), who added that providing specific and timely feedback that focuses on instruction and teacher growth is necessary to improve teacher performance. Bayocot (2014) expressed that teachers' academic and professional advancement activities contribute to their teaching performance. This was also highlighted by Mercado (2018) that ensuring teacher quality is very important for long-term and sustainable nation-building.

The findings of Altun (2017) revealed that teacher commitment is essential in promoting the teaching profession, work performance, and student achievement. This confirms the study of Tsai et al. (2014) that organizational commitment significantly affects employees' organizational behavior. Meanwhile, the study of Ernest and Felix (2014) showed that teachers' commitment is influenced by job security, the relationship between teachers and students, the quality of their work, working conditions and environment, availability of resources, salary, allowances, and incentives. On the other hand, Werang et al. (2015) found out that highly committed teachers are less likely to leave the teaching profession and are less likely to commit absences from school. On the other hand, Jamwal (2017), in his research, has revealed that there is a positive relationship between professional commitment and teachers in terms of a few aspects. The study of Amora (2016) showed that organizational commitment relates to teachers' performance. This was confirmed by Baluyos et al. (2019), who also revealed that teachers' commitment and job satisfaction are highly correlated. They found out that teachers who were highly satisfied with their job had very satisfactory performance.

The study by Aquino (2015) found that teachers' commitment is generally linked to organizational values. Yet sometimes, the level of commitment can be influenced by external factors, including school heads' endurance and leadership styles.

Moreover, Delima (2015) found out in her study that teachers' performance and professional commitment imply a strong relationship. This means that teachers' work performance could be linked to their commitment level. Meanwhile, according to Jensen (2014), improving the teachers' effectiveness is much more significant than school programs or policies in improving learners' performance. This was supported by Hattie and Yates (2014), who revealed that teacher effectiveness is reflected in the learners'

achievements. Ko et al. (2014) also suggested establishing effective teaching as it predicts learners' outcomes. Hence, Grossman et al. (2014) recommended using observation rubrics in teacher evaluation, for it may capture teaching practices. In addition, Steinberg (2015) has identified the impact of modern observation systems on teacher performance. In the study of Kadtong et al. (2017), the importance of teachers in setting the tone in the teaching and learning process was emphasized. They added that good teachers are important for the education system's success. This can be supported by the findings of Aagsalud (2016), stating that the teaching effectiveness of a teacher is one of the critical areas that need to be considered.

Furthermore, Lopez (2016) stressed that teaching effectiveness has a strong influence on the learning process and the learning outcomes. She noted that becoming an effective teacher requires making sense of a massive amount of information and better decision-making concerning "when to do what." Thus, Roberto and Madrigal (2019) recommended that administrators should consider an observation instrument used for teachers to be aligned with the Philippine Professional Standards for Teachers (PPST) to improve teacher performance.

Objectives

This study aimed to determine teachers' commitment and teaching performance in the School Year 2019-2020. It also sought to determine if there is a significant relationship between the aforementioned variables.

Hypothesis

There is no significant relationship between the teachers' levels of commitment and performance.

Methodology

This section outlines the methodology used in the study, offering guidance for readers and future researchers on how to replicate the study and assess its findings. It also details the rigor and reliability of the research results.

Research Design

This study used a descriptive research design appropriate for identifying the significant relationship between teachers' commitment and performance.

Respondents

The respondents of this study were the 122 public elementary school teachers of La Libertad District II. The total enumeration of the population was considered.

Instruments

The researcher used a survey questionnaire to determine the level of teachers' commitment and performance subjected to validity (4.96=Excellent) and reliability (0.956=Excellent). The questionnaire had two parts; the first gathered information about

the respondents' age, sex, civil status, teaching position, highest educational attainment, and IPCRF mid-year review rating. The second part contained 20 item statements which were used to determine teachers' commitment in the four (4) key result areas: content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting. A 5-point Likert scale where (5)-very high, (4)-high, (3)- average, (2)- low, (1)- very low was used in rating each item.

Validity

This research used content validity which refers to the extent to which a measuring instrument provides adequate cover to the topic. The instrument was presented to the jurors, who are experts in the content (three master teachers and two school principals). Two principals were included as validators because they are more oriented on the PPST cycle, where SAT was adopted as the research instrument. These principals were also members of the district screening and ranking committee, which made them knowledgeable in constructing items for assessing teachers' performance, including identifying teachers' commitment and competence. Three (3) master teachers were considered to validate the instrument because they model high commitment and competence among teachers in the district. The validity result of the instrument was 4.96, interpreted as Excellent.

Reliability

To determine the instrument's reliability, the questionnaires were administered to 20 La Libertad District I teachers. The responses were analyzed using Cronbach Alpha, a tool for assessing the reliability of the scales. The reliability index obtained for the questionnaire on the commitment and competence of teachers is 0.956, interpreted as Very High Reliability.

Procedures for Data Collection

After the validity and reliability tests were established, the researchers sought permission from the District Supervisor and School Heads to collect data needed for the study. Thereafter, the questionnaires were distributed personally to the public elementary school teachers. During the distribution, the researchers explained the purpose of the study, encouraged the teachers to give honest answers, and assured them that their responses would be treated with the utmost confidentiality. The filled questionnaires were then retrieved in preparation for the next step, the data analysis.

Data Analysis and Statistical Treatment

This study used a descriptive-analytical scheme to determine teachers' commitment and performance in content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting. Moreover, using the Mann-Whitney U test as a statistical tool, it used a comparative analytical scheme to determine the significant difference in the level of teachers' commitment and performance. This study likewise used the relational analytical scheme in determining the significant relation between the levels of commitment and performance utilizing Spearman's rho as a statistical tool.

Furthermore, the following scale and descriptions were used in the interpretation of results for teachers' commitment: 5- Very High Level, 4- High Level, 3- Moderately High Level, 2- Low Level, 1-Very Low Level, while the following scale and interpretation were used to interpret the result for performance: 5- Outstanding, 4- Very Satisfactory, 3- Satisfactory, 2- Unsatisfactory, 1- Poor Performance.

Ethical Considerations

The researchers ensured that the data gathered from the respondents were treated with confidentiality. In the data gathering, the respondents were given free will to participate in the study. To maintain the privacy of the data, the researchers did not require the participants to write their names. After the data had been collected and tallied, the questionnaires were kept in an envelope, sealed, and stored to protect them from being used and unauthorized access to the information.

Results and Discussion

This chapter presents the data gathered in connection with the study's objectives. There were at least two factors considered in the course of data analysis and interpretation. First was the social desirability bias, which tends to overreport socially desirable behaviors. The second was the response bias, the opposite of the latter, which tends to under-report socially undesirable behaviors. These were deemed necessary to preclude biases and causes of mistakes in the ensuing data analysis and interpretations.

Level of Teachers' Commitment

The teaching profession requires a strong commitment. An effective teacher needs to be committed to the learners and the teaching profession as a whole. Teachers should consider themselves lifelong learners committed to improving themselves by learning new trends in the teaching profession to improve their performance. This means that teachers should focus on the learners and the school and their professional growth and development.

Up next is Table 1 illustrating teachers' commitment to content knowledge and pedagogy, learning environment and diversity of learners, curriculum planning, and assessment and reporting

Table 1

Teachers' Commitment to Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum Planning, Assessment and Reporting

Areas	Mean	SD	Interpretation
A. Content Knowledge and Pedagogy			
I am....			
1. applying knowledge of content within and across curriculum teaching areas.	4.02	0.59	High Level
2. employing a range of teaching strategies to develop critical and creative thinking.	3.98	0.56	High Level
3. using different techniques to develop higher-order thinking skills.	4.08	0.63	High Level
4. applying differentiated instruction to develop critical and creative thinking.	4.08	0.66	High Level
5. utilizing diverse teaching activities to develop higher-order thinking skills.	3.90	0.74	High Level
Submean	4.01	0.54	High Level
B. Learning Environment and Diversity of Learners			
I am...			
1. setting classroom rules to manage diverse learners' behavior inside the classroom.	4.48	0.59	High Level
2. managing classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within various physical learning environments.	4.16	0.61	High Level
3. managing learner behavior constructively by applying a nonviolent/positive discipline to ensure learning-focused environments.	4.31	0.59	High Level
4. using real-life experiences and updated learning resources for my learners.	4.26	0.57	High Level
5. using differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences.	4.16	0.58	High Level
Submean	4.28	0.46	High Level
C. Curriculum and Planning			
I am...			
1. planning, managing, and implementing developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	4.10	0.62	High Level
2. attending trainings, workshops, and sessions such as LAC to improve the teaching and learning process.	4.25	0.69	High Level
3. participating in collegial discussions that use teacher and learner feedback to enrich teaching practice.	4.02	0.72	High Level
4. selecting, developing, organizing, and using appropriate teaching and learning resources.	4.13	0.62	High Level
5. integrating ICT into my teaching and learning	3.89	0.75	High Level

resources.

Submean	4.08	0.52	High Level
D. Assessment and Reporting			
I am...			
1. designing, selecting, organizing, and using diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.	4.26	0.68	High Level
2. Conduct quarterly assessments using appropriate assessment tools consistent with curriculum requirements.	4.56	0.56	Very High Level
3. monitoring and evaluating learners' progress and achievement using learners' attainment data and feedback.	4.43	0.56	High Level
4. reporting quarterly results of assessments to parents and stakeholders and recognizing learners' performance through awards and recognitions.	4.48	0.59	High Level
5. Communicate the learners' needs, progress, and achievements promptly and clearly to key stakeholders, including parents/guardians.	4.34	0.65	High Level
Submean	4.41	0.47	High Level
Overall Mean	4.16	0.498	High Level

Table 1 shows a high level of teachers' commitment in the aforementioned areas with an overall mean of 4.16 and a standard deviation of .498. This suggests that the teachers had a high regard for performing their duties and responsibilities in their respective schools.

It can be observed that in content knowledge and pedagogy, the table reflects that teachers were more concerned with using different techniques to develop higher-order thinking skills and applying differentiated instruction to develop critical and creative thinking, with both having weighted means of 4.08 which means that high level of commitment was displayed on the said areas.

For the learning environment and diversity of learners, "setting classroom rules to manage diverse learners' behavior inside the classroom" got the highest mean of 4.48, which implies that most of the teachers have more focus on managing behaviors by setting classroom rules.

In curriculum and planning, the table shows that teachers were more committed to "attending training, workshops, and sessions to improve teaching and learning," with the highest mean of 4.25. This means that teachers are willing to improve their teaching craft by attending relevant workshops and are willing to undergo training.

Meanwhile, for assessment and reporting, it is shown in the table that "conducting a quarterly assessment using appropriate assessment tools consistent with the curriculum requirements" got the highest mean of 4.56, interpreted to mean very high level (VHL). These results imply that teachers were very committed to giving quarterly assessments to the learners.

In general, the level of teachers' commitment was high. It implies that the professional attitude of teachers is often times observed. Delima (2015), in her study about teachers' commitment and performance, asserted that teachers with high levels of commitment are those who dedicate themselves to the teaching profession. They are contented and faithful. They demonstrate a noble record of attendance and obey school policies.

Though the result was a good indicator, a plan to further enhance teachers' commitment should be developed. This is to make sure that every teacher possesses the right attitude in the profession where passion and commitment are a must.

Up next is the section that brings into focus teachers' performance when grouped by demographics like age, civil status, position, and educational attainment.

Level of Teachers' Performance when Grouped by Demographics

The level of teachers' performance, when grouped according to their demographic characteristics, is presented to give descriptive analysis regarding who performs better. This aims to describe the mean scores of teachers' performance when they are grouped according to age, civil status, position, and educational attainment. Teachers' performance is determined by the set of standards that teachers need to perform within a year.

Teacher demographics can influence both commitment and performance in nuanced ways. Factors such as age, civil status, position, and educational attainment contribute to a teacher's professional identity, their ability to balance work with other responsibilities, their sense of responsibility, and their ongoing commitment to their own development. These elements can either enhance or challenge a teacher's ability to perform effectively and remain committed to their role, depending on the specific context and individual circumstances.

Table 2 that follows summarizes the analysis of teachers' performance when grouped according to their demographic characteristics.

Table 2
Teachers' Performance When Grouped according to their Demographic Characteristics

Variable	Categories	N	Mean	SD	Interpretation
Age	Younger	64	4.18	0.13	Very Satisfactory
	Older	58	4.19	0.12	Very Satisfactory
Civil Status	Single	41	4.19	0.09	Very Satisfactory
	Married	81	4.18	0.14	Very Satisfactory
Position	Lower	75	4.18	0.13	Very Satisfactory
	Higher	47	4.20	0.13	Very Satisfactory

Educational Attainment	Lower	68	4.18	0.13	Satisfactory
	Higher	54	4.20	0.12	Very Satisfactory
Overall Mean			4.19	0.124	Very Satisfactory

Table 2 shows the very satisfactory (VS) teachers' performance during the School Year 2019-2020, with an overall mean of 4.19 and a standard deviation of .124. The result suggests that teachers are effectively fulfilling their roles and responsibilities within the educational setting. Moreover, it indicates that they are not only meeting the expectations placed upon them but are likely contributing positively to the learning environment. Their ability to perform their duties competently reflects their skill, dedication, and understanding of their professional obligations, which in turn supports the overall success of the students and the educational institution. This finding highlights the teachers' proficiency in managing classroom activities, delivering instruction, and fostering a supportive learning atmosphere.

Nonetheless, an interesting sidebar has emerged from this analysis of teacher's performance. It is common knowledge that every school has an objective towards optimum performance and teachers are the key drivers in achieving that (Kagama & Irungu (2018).

Relational Analysis Between Teachers' Commitment and Performance

Table 3 summarizes the analysis of the relationship between teachers' commitment and performance. This table examines how teachers' dedication to their profession correlates with their effectiveness in the classroom. The ultimate goal is to understand the dynamics between commitment and performance and to derive practical recommendations for enhancing both.

Table 3

Relationship between Teachers' Commitment and Performance

Variable	rho	p-value	Sig. level	Interpretation
Commitment of Teachers	0.158	0.082	0.05	Not Significant
Performance of Teacher				

Table 3 shows no significant relationship between the levels of teachers' commitment and performance, after obtaining a *p*-value of 0.082, which was greater than the 0.05 level of significance. This result suggests that there is little to no connection between a teacher's level of commitment to their work and their actual performance in the classroom. In other words, how dedicated or engaged a teacher feels towards their job does not necessarily translate into how well they perform their duties. This could imply that other factors, such as experience, skills, or external circumstances, may play a more

significant role in determining a teacher's effectiveness. The statement challenges the common assumption that higher commitment automatically leads to better performance, suggesting that commitment alone is not a reliable predictor of a teacher's success in their role.

In plain language, the above result somehow tells that the level of commitment a teacher holds has no impact or association with their level of performance. Simply put, teachers can still obtain higher performance ratings even if they have a poor commitment to teaching. It can also suggest that having a greater level of commitment will not guarantee a higher rating for teachers. This result can be explained by the type of performance evaluation adopted by DepEd for rating teachers. In public schools, performance is rated through classroom observations. Thus, only teachers' competence and skills or observable behaviors are evaluated for their performance rating. With this type of evaluation, attitude and commitment were not relevant at all to affect teachers' performance.

Nonetheless, this contradicts the study of Cagri (2018), who found that teachers' commitment is highly related to their performance. His findings suggested that teacher commitment deeply contributes to the future of learners and the school as well. He asserted that committed teachers make a difference in the success of the school and the learning of students.

Conclusion

In general, teachers in a large School Division in Central Philippines were found to exhibit high levels of commitment and demonstrate very satisfactory work performance. In simple terms, this result suggests that the educational environment in that District is both positive and productive. Moreover, the finding that there is no significant relationship between teachers' commitment and their performance implies that just because a teacher is dedicated and emotionally invested in their job does not necessarily mean they will perform better in their professional responsibilities. This lack of a direct link between commitment and performance emphasizes the importance of addressing the broader range of factors that impact a teacher's ability to succeed, rather than relying solely on their level of dedication to their job.

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Conflict of Interest

In relation to our study titled "Teachers' Commitment and Performance," we hereby declare that there are no conflicts of interest. We have no financial, personal, or professional relationships that could be perceived as influencing the outcomes or conclusions of this research. All aspects of the study, including data

collection, analysis, and interpretation, have been conducted impartially and solely for the advancement of knowledge in this area.

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