

Teachers' Commitment and Their Performance in Naawan District, Misamis Oriental

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Abstract. The commitment of teachers has a significant effect on the quality of education, which in turn influences students' motivation, engagement, and academic success. This study aimed to assess the commitment levels and performance of teachers in the Naawan District for the 2022–2023 academic year, with a focus on the affective, normative, active, passive, and value dimensions of commitment. It evaluated teacher effectiveness in these domains in addition to topic knowledge, pedagogy, learning environments, curriculum preparation, assessment, personal development, and professional advancement. Purposive sampling was utilized in the study to assess 140 public elementary teachers utilizing a validated questionnaire and a descriptive research approach. In data analysis, Pearson's Correlation, mean, standard deviation, and percentage were employed. The findings demonstrated that teachers, particularly in content understanding and pedagogy, performed exceptionally well and exhibited significant affective commitment. Except for curricular preparation, there was a substantial correlation between performance and commitment levels. According to the paper, teachers should participate in practical research projects to enhance curricular flexibility and instructional practices and better align them with the needs of students and specific classroom contexts.

Keywords: teachers' commitment, teachers' performance

Introduction

Two of the most important elements of an effective teaching strategy are dedication and commitment. It inspires educators to perform better and more efficiently. As a result, highly dedicated educators have the ability to influence students' success and learning in the classroom and the community. After two (2) years of infection, the Philippines is one of the countries that has been badly affected by the deadly virus, especially in the area of education. In this case, the teachers must be flexible and creative. They used a range of teaching techniques, such as in-person conversations and giving assignments that students could complete at their own pace. They interact with their children's families and work closely with other instructors.

Istanti et al. (2020) emphasize the value of instructors' commitment to the teaching process. In general, students do better when their teachers are enthusiastic about their work. Teachers that are dedicated to their work also perform better. Instruction that is both relevant and meaningful should be given by qualified teachers.

However, some educators continue to lack the necessary skills to teach consistently, which can lead to poor education. If teachers do not plan, deliver, and evaluate their lessons, they risk doing poorly. It just serves to highlight the possibility that a teacher's success could be greatly impacted by their degree of dedication to their work. It proved that when educators are dedicated to their work, they usually perform better. Numerous factors also affect how well the teaching-learning process works and how successful teachers are. The commitment of educators to their work is one of these (Kozikoglu & Ozcanli, 2020). These demonstrate the educators' commitment to the organization and their work. Raising the academic standards for children is a crucial part of improving the school, therefore teachers who are committed to their work and the institution will likewise strive to make improvements.

According to Zamarro (2022), several educators went back to the classroom out of concern for their health. The increase in teacher turnover and the possibility of a teacher

shortage in the future as a result of high stress and burnout levels during these rare pandemic episodes have raised concerns about this. According to Easterly and Meyers (2018), teaching is a challenging job in general, and the conditions in which it is practiced can have a range of detrimental impacts on teachers.

Given this theory, the researcher made the decision to conduct a correlational study in order to determine the relationship between the performance of teachers and their degree of commitment. The creation of various instructional tactics and their impact on students' academic performance were prompted by the study's findings.

Literature Review

Commitment Level

Commitment is the attitude or mindset of an employee that ultimately determines whether they stay with their employer or leave. When educators use the word "commitment," it means they are loyal to and have a link with the school where they work. According to studies cited by Shu (2022), it is a significant predictor of a number of psychological and academic results. Devoted educators actively engage with their students, respect their growth, and strive for excellence in providing support for a range of pedagogical approaches.

The foundation of a high-quality education is the commitment of teachers, which has a significant impact on the advancement of the teaching profession, the enhancement of employee performance, and the overall success of educational institutions and students. Not only can highly dedicated educators inspire their pupils to participate in classroom activities, but they also demonstrate genuine concern for their students' academic achievement. They are always searching for fresh and imaginative approaches to enhance their teaching methods. Professional dedication appears to be a driving factor behind the way education is developing since it motivates teachers to take part in essential activities intended to raise the standard of instruction. These educators continuously enhance and renew their professional skills in a variety of teaching disciplines in order to reach the greatest levels of effectiveness. It shows the level of devotion to the field and the degree of drive for the chosen career roles. Exuberant, devoted, and passionate instructors serve as role models for their students and other educators. Dedicated teachers adapt their pedagogical strategies to provide a supportive learning environment for their students. They become more committed to their education and the school (Shanthi & Renugadevi, 2021).

According to a study by Cabigao (2019), one of the most important professional characteristics that influences an educator's success in their sector is teacher commitment. Since devotion is an intrinsic source of drive, this notion suggests that an employee will enjoy their time at work regardless of how easy or tough their jobs are. Mart reiterated the strong relationship between instructors' work performance and commitment, which is consistent with the previously indicated idea. Both the educational system and the performance of pupils in the future are greatly impacted by committed teachers.

Affective Commitment

Affective commitment is the first component of commitment. It demonstrates a person's sentimental attachment to the company. An employee's emotional connection and degree of engagement with the company are gauged by their affective commitment. According to Rayo (2022), teachers who have a high level of emotional commitment report feeling more satisfied with their jobs. The instructor feels more motivated and productive at work, which improves performance.

In a different study, Al-Jabari & Ghazzawi (2019) found that affective commitment was a positive view of the organization. It was also said that there is a strong correlation between

an individual's values and attitude toward the company. When someone joins a group and starts participating, it is evident how much they enjoy and want to be a part of it. Meyer and Allen's model states that a variety of factors have a significant impact on affective commitment, including the demands of the job, the role clarity of the organization, the goals themselves and the degree of manageable difficulty in achieving them, peer cohesion, equity of opportunity and compensation, perceived personal importance, and timely and constructive feedback.

Affective commitment also describes a worker's sentiments of love, or their emotional investment in the organization (Amin et al., 2018). The desire to stay, build social ties, and understand the significance of the relationship with the organization as a result of membership was influenced by love for the organization. Moreover, Ardiansyah and Afandi (2019) emphasize that affective commitment is linked to an individual's emotional attachment and involvement in an organization. Individuals that are deeply committed to their line of work will stick with it since it is what they truly want to do. They weigh the benefits and drawbacks of leaving the company based on what they think they will lose. Those that stay because they are committed to being consistent do so out of duty rather than choice.

Normative Commitment

Al Jabri and Ghazzawi (2019) define a normative commitment as an individual's sense of duty predicated on their perceived attachment to the organization's objectives. However, the choice to stay involved in the organization due to a strong emotional bond demonstrates an affective commitment. Another term for normative commitment is the sense of obligation you have to the organization because you believe it to be the proper thing to do. It is the degree to which teachers believe that staying on staff at the school is the morally right thing to do or feel obligated to the institution. The component of organizational commitment that involves responsibility is known as normative commitment, according to Allen and Meyer's theory. This type of dedication occurs when teachers feel that they must remain at the school because it is the right thing to do, regardless of whether they are unhappy in their roles or would like to pursue better opportunities. This sense of obligation can stem from a variety of factors, including the belief that they should remain at the institution since it has invested time and money in their education. Teachers may also make the decision to stay in their jobs because of a sense of duty to the careers they have chosen.

Normative commitment describes a person's attitude toward the obligations he has to the organization since they are the right things to perform from a moral standpoint. This suggests that individuals with strong normative commitment will feel obligated to stay in the organization they join. Normative commitment, according to Allen and Meyer, cited by Kalitanyi (2022), is the idea that workers have an obligation to remain with their employer. Normatively committed people genuinely remain with their organization because they believe it to be the morally correct thing to do. The normative commitment is a sense of obligation to stay with the group. People who have a strong normative commitment believe that employees should remain with the organization. The commitment of a worker to the organization and their display of allegiance to it. It refers to the degree to which an employee learns what is required of them in order to continue working for the organization.

Moreover, normative commitment can also occur when an employee is paid in advance for services rendered (e.g., paying for schooling or other educational expenses) or faces substantial financial obligations should they resign from their position (e.g., fees or costs related to job searching). It explains why normative commitment has received less attention than other commitment traits like emotional and continuance. This is due to the fact that some scholars believe affective commitment and normative commitment to be quite similar. They dispute this claim, arguing that normative commitment is a multifaceted concept that depends on how strongly an individual adheres to other commitments. They suggest that moral duty or

debt may be reflected in normative commitment, and that people's actions in the workplace are influenced differently by these beliefs.

Continuance Commitment (Active and Passive)

The extent to which an employee feels obligated because of their personal circumstances is known as their continued commitment. Continuity commitment, as defined by Baoc-Daguisonan (2018), is a commitment based on the anticipated financial and social repercussions of leaving the organization. The advantages of continuing your education exceed the drawbacks of stopping out. When educators weigh the pros and cons of leaving their institutions, they commit to this kind of work.

Good work conduct and ongoing dedication have a negative link, claims Kasogela (2019). Job retention is the process via which employees choose to remain with a company out of a concern that they will no longer benefit from their work. Sometimes employees decide not to leave because they think leaving would be too costly. Particularly in emerging nations, employee commitment to their employer is a useful predictor of how much they connect with it and how reluctant they are to quit.

Moreover, the effects of loyalty on an organization's performance have been the subject of conflicting research. Others claim that upholding organizational commitment increases employee resistance to change and has no positive effect on performance (Chigeda et al., 2022). Some contend that particular conditions dictate the relationships between variables. For instance, Abdul Rashid's research indicates that when it comes to the financial performance of Malaysian enterprises and their organizational culture, an organization's unwavering commitment to success matters more in companies with entrepreneurial cultures. To protect their own interests, workers are driven to put in more effort and increase the company's performance in these circumstances.

Value Commitment

Teachers' job commitment enhances student academic performance, boosts school engagement, and cultivates a positive teaching attitude, all of which favorably impact the achievement of organizational goals (Cagape et al., 2021). In this case, a teacher's commitment affects both the students' performance and their own performance during the teaching-learning process.

Furthermore, values are significant, long-lasting beliefs and actions that the public recognizes as morally upright. They resemble the principles that people make an effort to live by. For instance, depending on their areas of study, philosophers and academics have different viewpoints on values. Most people believe that a person's values are something they own and that come through in their actions, beliefs, and interpersonal interactions. These values shape a person's beliefs and actions. They are essential for developing attitudes and perceptions, as well as decisions and views. Additionally, Gamage et al. (2021) emphasized that a number of studies on personal values have shown that they regularly guide decision-making in all areas of life, such as religion, careers, social circles, and self-identity.

Values are akin to a set of guidelines that determine how best to ensure the wellbeing of an individual. Working relationships depend heavily on a value known as collective work value, which is utilized in businesses and organizations. People's ideas on how to act may be influenced by workplace ideals. "Work value" refers to a person's attitude at work. This type of thinking significantly affects how an organization functions, how well employees perform, how much work they accomplish, and how dedicated they are to their work. Within a corporation or organization, work values also play a major role in how successfully individuals perform their tasks. As a result, a company's or organization's performance is largely

determined by the caliber of work submitted. The foundation, inspiration, and driving force behind raising employee performance is found in workplace principles (Yulitiani, 2020).

Teacher Performance

Teachers make a substantial contribution to the education of the next generation of people by working in classrooms. Today, teaching is a challenging profession. Teachers must constantly adapt to the shifting demands of education, which include curriculum, pedagogy, student requirements, and educational legislation. Teachers should thus invest more time in delivering high-quality instruction in order to raise students' achievement (Ganjali et al., 2019). Therefore, if teachers want to boost learners' achievement, they need to put in more effort to provide outstanding instruction. It is crucial to remember that educators' efforts and involvement in enhancing quality instruction are reflected in their commitment to assignments, schools, students, and careers, as is specifically addressed in the literature.

The caliber of education offered in schools is greatly influenced by the efficiency of teachers in the teaching and learning process. The statement implies that learning effectiveness can be obtained when teachers are able to fulfill their duties with total accountability and dedication. The efficiency with which a teacher plans courses, evaluates students' progress, and offers guidance and instruction is a sign of their success. The instructor, who is deemed essential to accomplishing learning objectives, is the most significant element of education. These goals demonstrate the caliber of education. Teachers' performance is directly impacted by both internal and external factors, which are intrinsically linked to their accomplishment of responsibilities and obligations (Haryaka & Sjamsir, 2021).

It is the duty of the government, specifically the Department of Education, to develop programs and policies that guarantee that high-quality, universal education is accessible to all. Teachers are vital to providing the best education and learning opportunities. Paz (2021) asserts that educators play a crucial role in assisting pupils in developing into self-sufficient members of society.

Content Knowledge and Pedagogy

A crucial component of assessing educators' success is the IPCRF's Content Knowledge and Pedagogy KRA. This KRA assesses the instructor's knowledge of the topic content and their capacity to impart it to the students. Successful practices, educational ideas, and procedures form the basis of the best teaching tactics, which help knowledgeable teachers impart knowledge about their subjects in an effective way. Teachers that are proficient in their subject matter and know how to use it might create interesting teaching strategies. Strong subject-matter backgrounds enable instructors to deliver pupils more precise and thorough information, which increases their trustworthiness. Furthermore, maintaining students' interest and creating a positive learning environment depend heavily on a teacher's pedagogical abilities. Teachers can improve student comprehension and create a more meaningful learning environment by using creative teaching strategies and accounting for the varied learning preferences of their pupils.

Pedagogy and Content Knowledge are also major domains of accountability for assessing an educator's effectiveness. Thus, good teaching should not only demonstrate the instructor's ability to impart knowledge but also her ability to help the students understand the material in a meaningful way. This illustrates the value of pedagogical content knowledge in instruction in any classroom, according to Filgona et al. (2020). Thus, one of the key factors affecting students' learning and achievement is teachers' pedagogical content knowledge.

Learning Environment and Diversity of Learners

A learning environment, according to Movchan (2024), is a diverse platform where users interact and take part in the process of learning new skills. Nonetheless, a helpful learning environment is essential to a student's achievement. It fosters an atmosphere that is favorable for inspiration and engagement. Finally, a conducive learning environment fosters helpful atmosphere by promoting teacher-student interactions. Meanwhile, creating education for entire persons—which includes social, emotional, ethical, and academic contributions—is the cornerstone of successful integration and inclusion. Different learning and teaching settings are impacted by the talents of teachers.

Teachers must prioritize creating a warm, safe environment where students feel free to express their ideas and work through challenging issues in order to do this. Instructors can adjust their methods to accommodate different learning styles while maximizing student engagement through the use of interactive instructional resources, technological integration, and a variety of pedagogical approaches. Additional tactics for improving the learning environment include peer collaboration and strong teacher-student interactions. Teachers may create a dynamic and engaging learning environment that inspires students to reach their greatest potential by regularly evaluating and adapting their teaching tactics to meet the changing requirements of their pupils.

Curriculum and Planning

Curriculum and planning are extra resources for evaluating teachers' work. A thorough planning process is necessary to achieve learning objectives. It serves as an example of the subjects, methods, and assessment procedures that are given high priority in our schools in terms of teaching and learning. Every school makes sure that the information it offers and the methods by which teachers can access it are all carefully selected and arranged to support the objectives of the school. To ensure that teachers grasp the material and that the topic flows, rigorous planning is required for any topic. Additionally, it's the first step in ensuring that the learning tools we use genuinely help us succeed. It occurs before the phases of design, development, appraisal, and implementation (Alnaji, 2022).

On the other hand, preparation is the period of time before classes begin during which teachers consider their approaches, assess how well their pupils are learning, and attempt to modify their lessons to meet the needs of the students. Creating interesting and well-structured lessons that fulfill academic requirements and allow for flexibility to accommodate each student's unique needs is the essence of an effective curriculum design.

Assessment and Reporting

Okpala et al. (2023) define assessment as gathering data on students that is required for making decisions, providing them with feedback on their growth, strengths, and weaknesses, evaluating the caliber of instruction and the applicability of the curriculum, and influencing policy. Furthermore, assessment and reporting involve closely analyzing an individual's performance in respect to predefined benchmarks and goals within a given time period. Its objective is to give a thorough picture of an employee's accomplishments, areas for improvement, and contributions to the organization's objectives so that informed decisions can be made and performance may be improved.

This involves a comprehensive evaluation of a teacher's strengths, weaknesses, and areas for progress. It addresses many different subjects, such as professional development, classroom management, instructional efficiency, and contributions to the school community. Using both qualitative and quantitative measures, the assessment process aims to provide a complete picture of a teacher's performance. Teachers will be able to evaluate their students' development, identify areas for improvement, and provide timely feedback to support their

ongoing growth with the use of this KRA. This simply aims to ensure that, as opposed to adopting a one-size-fits-all strategy, education is tailored to assist each student's growth and achievement.

Personal Growth and Professional Development

Professional certification includes regulations that highlight the essential competencies—knowledge, abilities, attitudes, beliefs, and character traits—necessary for success in a given sector. Teachers can advance their own professional and personal growth by staying up to date with advancements in the sector and in education (Ilgan et al., 2022). Furthermore, the IPCRF's integration of professional and personal growth emphasizes a complete approach to teacher evaluation. This recognizes that becoming an excellent teacher requires more than simply mastery of the material; it also calls for personal growth and building strong bonds with students. Prior initiatives to alter education, such as integrating technology into the classroom, haven't always had the anticipated results. This necessitated the transition from traditional classroom training to an online learning environment. These procedures and exceptional circumstances have altered the roles of teachers, just like they have altered all other facets of education (McQuirter, 2020). It will be simpler for teachers to carry out the learning and teaching process if they are dedicated to studying about their field and have mastered the use of ICT-based technologies, which they effectively apply in the distance education process.

Raising teacher quality, in particular, has become more crucial for student happiness; teacher professionalism has also become more significant. These days, the majority of people agree that providing teachers with continual training is crucial to increasing their commitment to their jobs and enhancing their performance. A teacher's quality is closely tied to how well they instruct. Certain teaching competencies are possessed by all educators and can be improved through professional development activities. These include subject matter expertise, classroom management abilities, instructional planning abilities, lesson delivery abilities, and subject matter knowledge (Padillo et al., 2021). Long-tenured educators possess traits from both their personal and professional lives that motivate pupils to do better in the classroom.

Statement of the Problem

This study aimed to determine the teachers' commitment level and teacher performance in Naawan District, Division of Misamis Oriental, for the School Year 2022-2023. It specifically answered the following questions:

1. What is the respondents' commitment level in terms of affective, normative, active continuance, passive continuance and value?
2. What is the respondents' performance based on content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and personal growth and professional development?
3. Is there a significant relationship between the respondents' commitment level and their performance based on IPCRF?

Theoretical Framework

This study was built upon the Five-Component Organizational Concept Model developed by Yingyang Wang (2004). Wang's concept of organizational commitment consists of five elements: active, passive, normative, affective, and value continuity. The level of a worker's identification, care, and emotional involvement with their employer is known as affective commitment. Conversely, normative commitment occurs when an employee feels forced to remain with the business. The concepts of affective and normative commitment, respectively, are used to quantify emotional attachment and loyalty to the organization.

Additionally, Wang understands value commitment in an Asian setting by asserting that Asians are more likely to embrace corporate goals in order to maintain stable employer-employee relationships since they are inherently calm and obedient. In Hofstede's opinion, this factor is somewhat more important than individualistic Western workers when evaluating Asian workers' organizational commitment. She also used a confirmatory factor analysis to assess the applicability of models developed by other researchers in addition to her own. The results demonstrated that her five-component model best fit the information she had collected from her studies of Chinese state-owned and foreign-invested companies.

Scope and Limitations

The primary focus of this study was on the performance and levels of teacher commitment in the Naawan district. Among these are the levels of affective, normative, active, passive, and value commitment. Meanwhile, exams were given to gauge their level of knowledge, observations were made of their behavior in the classroom and with different kinds of students, course design, test administration, and professional skill development were used to evaluate the quality of their instruction. Respondents for the study were public elementary teachers in twelve (12) schools located in the Naawan District, Division of Misamis Oriental. In this survey, attitudes just among teachers were included. This was analyzed using a technique that examined the five (5) components of commitment.

Methodology

Research Design

In order to determine the level of dedication among the educators in this investigation, the investigator utilized a descriptive survey approach. Furthermore, a correlational analysis was used to examine the data pertaining to the relationships between the commitment levels of teachers and their performance. According to Akinlua (2019), this research approach examines and characterizes the relationships between two variables through meticulous observation and analysis. This study aims to explore the relationship between the performance and commitment levels of teachers.

Study Setting

The study was conducted in the Naawan District of the Misamis Oriental Division. The Naawan district. Naawan District is a living example of the Department of Education's mission to produce functionally literate Filipinos. The research was conducted in the District of Naawan under the auspices of the Misamis Oriental Division. Situated 400 meters from the National Highway and easily accessible via Paulino Ong Street, it caters to both local school-age pupils and those living on the broader Naawan estate. Its community is kind and supportive, which helps the district's schools perform at their highest level despite a variety of challenges. With nearly all students participating, and numerous extracurricular and academic successes every year, its schools are among the best in the Misamis Oriental Division, providing excellent basic education.

Study Population and Sampling Technique

The study's respondents were 140 elementary school teachers in the Naawan District, Division of Misamis Oriental, for the 2022–2023 academic year. Table A below shows the total number of survey responses from instructors. The distribution and total number of respondents from the twelve (12) public elementary schools are shown in the presentation below. Purposive sample was utilized because all 140 teacher-respondents from the Naawan District's public primary schools were included. It can help reach the optimal degree of complexity for a certain

signal class. It also comprises the collection of samples in which members of the population have no chance of being included in the sample and the probability that one of them will be included is uncertain, as illustrated in Avron (2019).

Table A: Distribution of Respondents

Schools	Respondents
Don Pedro Elementary School	7
Linangkayan Elementary School	14
Lubilan Elementary School	7
Macabagla Elementary School	3
Mapulog Elementary School	9
Maputi Elementary School	15
Mat-I Elementary School	10
Naawan Central School	47
Patag Elementary School	7
Pasagdihon Elementary School	3
Tagbalogo Elementary School	11
Tuburan Elementary School	7
TOTAL	140

Research Instruments

The researcher's questionnaire was modeled after the three-component Meyer and Allen (1987) and the five-component Wang (2004) organizational commitment models. There are two (2) sections on the questionnaires. The first segment dealt with the levels of commitment. It had eight (8) assertions on each of the following topics: value, affective, passive, active, and normative commitment. For each component, we used the multiple item scale. On the research questionnaire, respondents were asked to indicate their answers using a 4-point Likert scale that ranged from strongly disagree to disagree to agree to highly agree. The second segment consisted of the teachers' recitals. Documentary analysis was mentioned in the study. For the study, the Individual Performance Commitment Review Form (IPCRF) for the DepEd Results-Based Performance Management System School Year 2022–2023 was utilized.

Statistical Treatment of Data

Specifically, descriptive statistics were used to evaluate the teacher's performance using means, standard deviations, and percentages. The Pearson's correlation coefficient (Pearson r) was used to determine the relationship between the teachers' levels of commitment and their performance.

Ethical Consideration

Ensuring respondents' privacy and anonymity is essential because, if they have confidence that their identities and personal information will be kept confidential, they may be more inclined to engage honestly and candidly. The following moral dilemmas were spoken about:

Informed Consent: Generally, the process has been handled carelessly by participants and researchers. To make such decisions, participants must be informed of the study's implications. Informed consent protects and advances the rights of the subjects as autonomous

participants who are entitled to justice, respect, benefits, and the flexibility to end the study whenever they choose. The participants receive no money.

Data de-identification: Teachers were asked to update or erase any personally identifying information (such names or school names) from the data during the analysis and reporting process. In order to hide their identities, respondents gave themselves pseudonyms.

Secure Data Storage: When necessary, encrypt the collected data to further safeguard it and restrict access to only authorized workers. This will prevent inadvertent data exposure to outside parties.

Results and Discussion

Problem 1. What is the respondents' commitment level in terms of affective, normative, active continuance, passive continuance and value?

Table 1: Distribution of Respondents' Commitment Level in terms of Affective

Indicator	Mean	SD	Description
I feel proud to be a teacher in this school.	3.94	0.23	Strongly Agree
I am enthusiastic about coming to work every day.	3.93	0.26	Strongly Agree
I feel a strong emotional attachment to my students.	3.89	0.32	Strongly Agree
I have a deep sense of loyalty towards my colleagues.	3.85	0.36	Strongly Agree
I feel a sense of belonging in this school community.	3.86	0.35	Strongly Agree
I derive a great deal of satisfaction from my work as a teacher.	3.86	0.35	Strongly Agree
I often think about my work as a teacher even when I am not at school.	3.64	0.48	Strongly Agree
I am passionate about the goals and mission of this school.	3.81	0.39	Strongly Agree
Overall	3.85	0.34	Strongly Agree

Legend: 3.26-4.00= Strongly Agree/Very High; 2.51-3.25=Agree/High
1.76-2.50=Disagree/Low; 1.00-1.75=Strongly Disagree/Very Low

The distribution of the respondents' affective commitment levels is shown in Table 1, where the overall mean is 3.85 (SD=0.34), **strongly agree**. It implies that the emotive commitment levels of the responders are Extremely High. This suggests that teachers' personal values and the school's mission have been in harmony, which has strengthened the feeling of community inside the organization. The general well-being of children and the caliber of education they receive are significantly impacted by the affective commitment of teachers to their work. According to Chen and Jia (2022), instructors' emotions, which are fundamental to their work, have a significant influence on the teaching and learning process. Enthusiastic teachers generate a good, encouraging environment for their pupils as well as for themselves. Thus, the study has demonstrated that teachers' emotional investment has a major impact on students' learning outcomes.

In particular, the indicator **I feel proud to be a teacher in this school**. obtained the highest mean rating of 3.94 (SD=0.23) described as **Strongly Agree**. This suggests that teachers like nothing more than helping pupils understand new concepts that improve their cognitive skills and self-esteem. Conversely, it could entail the ability to foster and nurture

independent thought, which could have pleasant outcomes. Emotionally invested teachers have great pride in their school, which is essential to their general well-being and contentment in their careers. According to Nguyen et al. (2020), who conducted empirical research on affective commitment, employees who show affective commitment indicate a desire to dedicate their lives to the company. This kind of organizational commitment shows a willingness to actively participate in the goals and values of the organization, which strengthens the emotional connection between workers and their job.

On the other hand, the indicator **I often think about my work as a teacher even when I am not at school** obtained the lowest mean of 3.64 (SD=0.48) described as **Strongly Agree**. This suggests that educators are continuously thinking about their work even when they are not physically present in the classroom. This phenomenon highlights the significance of education in forming an educator's identity and perspective. Teachers exhibit an innate love and excitement for their kids' education by regularly reflecting on their work. Their pupils' academic and professional success is more than just a school issue; it is an emotional commitment. This outcome is consistent with research by Suphasri and Chinokul (2021), who found that when educators reflect on their practices, they become more aware of the lessons they are teaching. As a result, they will be more adept at teaching in the areas of lesson design, behavioral control, performance indicators, and classroom activities. Reflective teachers not only feel more emotionally committed in their work but also become more productive in the classroom.

Table 2: Distribution of Respondents' Commitment Level in terms of Normative

Indicator	Mean	SD	Description
I feel a sense of duty to remain a teacher in this school.	3.83	0.38	Strongly Agree
I feel responsible for the well-being and success of my students.	3.88	0.32	Strongly Agree
I feel a strong sense of obligation to my colleagues and the school community.	3.79	0.42	Strongly Agree
I believe that leaving this school would be a violation of my commitment to education.	3.71	0.49	Strongly Agree
I am committed to upholding the values and principles of this school.	3.84	0.37	Strongly Agree
I feel that being a teacher in this school is an important part of who I am as a person.	3.79	0.41	Strongly Agree
I am willing to make personal sacrifices for the benefit of my students and colleagues.	3.81	0.39	Strongly Agree
I feel that being a teacher in this school is an important contribution to society.	3.87	0.34	Strongly Agree
Overall	3.82	0.39	Strongly Agree

Legend: 3.26-4.00= Strongly Agree/Very High; 2.51-3.25=Agree/High
1.76-2.50=Disagree/Low; 1.00-1.75=Strongly Disagree/Very Low

Table 2 presents the distribution of respondents' commitment level in terms of **Normative** with an overall mean of 3.82 (SD=0.39) described as **Strongly Agree**. It implies that the respondents have a Very High degree of normative commitment. With such a high level of normative commitment, the instructors feel they have a strong moral and ethical obligation to stay devoted to their work as teachers in the current educational environment. This dedication usually results from a strong belief in the value of education, a sense of obligation to their students, or a sincere respect for the goals and tenets of the organization.

This supports Riwu, Malelak, and Pellokila's (2022) results, which emphasize that employees who have a strong normative commitment will completely contribute to the business's growth. This kind of unwavering dedication to the Department of Education typically results in higher job satisfaction and a drive to go above and beyond to enhance the working environment.

On the other hand, the indicator **I feel responsible for the well-being and success of my students** obtained the highest mean rating of 3.87 (SD=0.34), described as **Strongly Agree**. This illustrates the enormous duty and dedication educators have to their pupils. This finding emphasizes the value of instructors in the lives of their students—not just as educators but also as nurturers and mentors. The high level of agreement suggests a strong emotional commitment to each learner's success and well-being. There are extensive implications from this normative commitment to the wellbeing of the learner. Li et al. (2022) assert that it is imperative that teachers display prosocial behaviors, or "soft" abilities, in the classroom. These qualities include kindness, sympathy, and consideration for other people. Pupils that have these traits do better academically and show greater interest in their studies. They also regard themselves more highly. Consequently, educators' feeling of duty shapes students' experiences as well as their future growth.

On the other hand, the indicator **I believe that leaving this school would be a violation of my commitment to education** obtained the lowest mean of 3.71 (SD=0.49) while still being described as **Strongly Agree**. Teachers continue to strongly agree with this statement despite the comparatively lower mean, underscoring the difficult choice they have to make when thinking about leaving their current school. This kind of thinking shows a deep dedication to their line of work as well as an ethical obligation to the larger purpose of education. This outcome is consistent with the research on the moral and ethical aspects of teacher devotion carried out by Anderson and Martinez (2022). The poll indicates that teachers frequently view their dedication to education as a moral obligation that transcends the organization they work for. Concerns beyond a simple disagreement over a job are raised by the fact that many instructors feel that their decision to leave a school calls into question their moral commitment to the primary purposes of education.

Table 3: Distribution of Respondents' Commitment Level in Terms of Active Continuance

Indicator	Mean	SD	Description
I am staying with my current work because I have invested a significant amount of time and effort in it.	3.74	0.49	Strongly Agree
I feel a sense of obligation to remain with my current work due to the benefits it has provided me.	3.60	0.55	Strongly Agree
I am committed to continue even if I do not necessarily enjoy my job.	3.33	0.70	Agree
I have made a conscious decision to stay with my current school, even though other opportunities may be available.	3.55	0.60	Strongly Agree
I am staying because I believe it aligns with my personal values and goals.	3.76	0.43	Strongly Agree
I am committed to contributing to the success of my current organization, even if it means going above and beyond my job responsibilities.	3.60	0.62	Strongly Agree
I feel a sense of loyalty and am motivated to help it achieve its objectives.	3.78	0.42	Strongly Agree

I am actively seeking out opportunities for career growth within my current school and am willing to put in the effort to achieve them.	3.65	0.48	Strongly Agree
Overall	3.63	0.54	Strongly Agree

Legend: 3.26-4.00= Strongly Agree/Very High; 2.51-3.25=Agree/High
1.76-2.50=Disagree/Low; 1.00-1.75=Strongly Disagree/Very Low

Table 3 displays the distribution of respondents' commitment level in terms of **Active Continuance** with an overall mean of 3.63 (SD=0.54) described as **Strongly Agree** which means that they had very high active continuance commitment. This demonstrates the teacher's willingness to remain with the organization despite the cost of quitting, indicating a high level of commitment and loyalty among the respondents. This pledge demonstrates the instructors' high regard for the time, effort, and emotional investment they have made in the business. Based on Limon's (2021) research, educators who feel they have made a noteworthy investment in their professional growth, connections with peers and students, and school contributions are more likely to exhibit active continued commitment. Because of these costs, the teachers grow to feel a great sense of commitment and duty to stay with the organization.

Further analysis also reveals that the indicator **I feel a sense of loyalty and am motivated to help it achieve its objectives** obtained the highest mean of 3.78 (SD=0.42), described as **Strongly Agree**. This result shows how emotionally invested educators are in the goals, vision, and mission of the organization. Their intense loyalty to the organization beyond merely a professional partnership; it is a sincere dedication to the organization's immediate and future goals. This sense of loyalty and desire to contribute is consistent with studies conducted by Ozdemir et al. (2023), which examined the idea of teacher loyalty in a time of school reform. According to the study, teachers who have a strong sense of commitment to their school are more likely to actively participate in programs that advance the goals of the establishment.

Another finding of the study also shows that the indicator **I am committed to continue even if I do not necessarily enjoy my job** got the lowest mean of 3.33 (SD=0.70), described as **Agree**. According to this study, even though a sizable portion of educators express a wish to continue in their positions, it is possible that they do not always feel truly happy in their work. This intricate type of commitment highlights the elements that motivate educators to stay in the workforce, such as a sense of obligation, accountability, and the apparent costs of leaving. According to Ismail and Mydin (2019), dedication is essential to enhancing and preserving an organization's performance. Devoted educators are required at the school level because they are responsible for imparting knowledge and manners to children while also actively participating in the educational process. Devoted employees will act in a voluntary manner.

Table 4: Distribution of Respondents' Commitment Level in terms of Passive Continuance

Indicator	Mean	SD	Description
I have invested too much time and effort in it to quit now.	1.66	0.67	Disagree
I need the paycheck and benefits, even though I am not satisfied with my job.	1.66	0.64	Disagree
I am willing to put up with a lot of negative aspects of this job because I don't feel I have many other options.	1.59	0.49	Disagree
I don't feel any strong emotional attachment to this school, but I don't want to leave because it would be too inconvenient.	1.61	0.56	Disagree
My commitment to this school is based mainly on the fact that I have few alternative job opportunities.	1.48	0.50	Strongly Disagree

I don't feel like I have much of a choice but to continue working for this school.	1.55	0.50	Disagree
I am not particularly satisfied with my job or this school, but I feel like I have to stick it out for the time being.	1.46	0.50	Strongly Disagree
I am not really committed to this school, but I stay because I am afraid of the uncertainty and risk that comes with finding a new job.	1.53	0.50	Disagree
Overall	1.57	0.54	Disagree

Legend: 3.26-4.00= Strongly Agree/Very Low; 2.51-3.25=Agree/Low
1.76-2.50=Disagree/High; 1.00-1.75=Strongly Disagree/Very High

Table 4 displays the distribution of respondents' commitment level in terms of **Passive Continuance**. It shows that the respondents responded **Disagree** which means that the teachers had low passive continuance commitment as indicated by the overall mean of 1.57 (SD=0.54). This provides important new insights into the dynamics of teacher commitment in the educational setting. Its lack of dedication to passive continuance shows that educators are not doing their assigned work out of obligation or in response to outside pressure. Pablo and Malabarbas (2022) assert that committed teachers stay in the classroom, focus more on their work, and give goals more weight. Because of this, their dedication to their profession appears to originate from a genuine enthusiasm, a sense of fulfillment in their work, and a firm grasp of the institution's guiding principles and goals.

In particular, the indicator **I have invested too much time and effort in it to quit now and I need the paycheck and benefits, even though I am not satisfied with my job** obtained the highest mean of 1.66 (SD=0.67, SD=0.64) described as **Disagree**. These findings indicate a favorable trend in the teaching profession, demonstrating that teachers are remaining in their positions for reasons other than a sense of duty resulting from the time and energy they have dedicated to their work. This research is important because it shows that teachers are deeply committed to their work for reasons other than financial compensation. These reasons include having a strong passion for teaching, being committed to the professional development of their students, and sharing the mission and values of the school. Even in the face of obstacles in the profession, many teachers choose to stay in their positions and have lengthy, fulfilling careers, according to Odina and Semjonova (2022). This demonstrates that their true passion for learning and sense of purpose, rather than financial gain, are what motivate them to dedicate themselves to the teaching profession.

On the other hand, the indicator, **I am not particularly satisfied with my job or this school, but I feel like I have to stick it out for the time being** attained the lowest mean of 1.46 (SD=0.50), described as **Strongly Disagree**. This commitment has to do with how a person can stay a member due to a shared interest in and commitment to the goals and essential principles of the organization. Teachers may find it difficult to deal with unhappiness with their current position or school, but they may be more resilient if they realize that things are temporary. Sometimes making the conscious decision to go through hardships leads to better possibilities and personal development in the future. It might also be described as a worker's mental state that results in a consistent, long-term dedication to the company they work for, according to Grego-Planer (2019). This finding calls into question the widely held belief that dedication to passive persistence results solely from obligation or a lack of other options. It suggests that educators are staying in their positions because of strong internal motivations that drive them to do so even in the face of discomfort, rather than because they are in need.

Table 5: Distribution of Respondents' Commitment Level in terms of Value

Indicator	Mean	SD	Description
I strongly identify with the values and goals of our school.	3.76	0.43	Strongly Agree
I actively participate in activities that align with the school's mission.	3.76	0.43	Strongly Agree
I consistently strive to improve my teaching skills to contribute to the school's success.	3.81	0.39	Strongly Agree
I am willing to take on extra tasks to support the school's vision.	3.59	0.49	Strongly Agree
I believe in creating a positive and inclusive learning environment.	3.84	0.37	Strongly Agree
I collaborate with colleagues to achieve common goals.	3.86	0.35	Strongly Agree
I prioritize building positive relationships with students, parents, and colleagues.	3.82	0.38	Strongly Agree
I am proud to represent our school positively in the community.	3.83	0.38	Strongly Agree
Overall	3.78	0.40	Strongly Agree

Legend: 3.26-4.00= Strongly Agree/Very High; 2.51-3.25=Agree/High
 1.76-2.50=Disagree/Low; 1.00-1.75=Strongly Disagree/Very Low

The research findings from Table 5 shows the distribution of respondents' commitment level in terms of **Value**. The respondents gave a **Strongly Agree** response, with an **overall mean** of 3.78 (SD=0.40). This shows a strong commitment to moral principles, suggesting a strong fit between the instructors' own values and the Department of Education's (DepEd) basic beliefs. Give more insightful information about the teachers' fervent commitment to the principles that their organization upholds. According to Yulitani 2020, values can be thought of as guiding principles for an individual's well-being. The way individuals interact at work is significantly influenced by the common work principles of an organization or institution. These also define and have a big impact on how successfully the company or organization operates.

Specifically, the indicator **I collaborate with colleagues to achieve common goals**, obtained the highest mean of 3.86 (SD=0.35) described as **Strongly Agree**. This highlights the value of cooperation and teamwork in a learning environment. Creating a supportive and cohesive learning environment is essential. When educators work together, they can share ideas, pool resources, and develop strategies that enhance learning in general. This collaborative approach not only helps instructors grow as professionals, but it also directly affects student outcomes. By setting clear objectives and keeping lines of communication open, teachers may use their combined experience to address problems, adapt to changing student requirements, and ultimately support the success of the school community as a whole. Collaboration among educators is essential for teacher growth, shared leadership, improving student achievement, fostering a healthy school environment, and attracting and retaining talented teachers (Wu, 2022).

On the other hand, the indicator **I am willing to take on extra tasks to support the school's vision**, gained the lowest mean, described as **Strongly Agree**. Despite the lowest mean score of 3.59 (SD=0.49), the indicator still perceived as a generally strong agreement among the respondents. The majority of educators appear content to accept extra responsibilities that support the goals of the school. Their answers show that they generally concur, indicating a desire to help the school outside of their regular duties. Their resolute agreement also demonstrates their dedication to furthering the main objective of the institution. Giving up extra work to help the school achieve its objective shows dedication and a

willingness to work toward bettering the establishment. It demonstrates a commitment to working together to achieve the goals the school has set. As per Onukwu's (2021) assertion, a teacher's commitment to the classroom and school activities is generally evidenced by their eagerness to engage, their easy acceptance of, and strict adherence to the school's rules, values, objectives, and goals. It is also seen from the instructors' steadfast dedication to and participation in the improvement of the educational system.

Table 6: Summary Distribution of the Respondents' Level of Commitment

Commitment Level	Mean	SD	Interpretation
Affective Commitment	3.85	0.34	Very High
Normative Commitment	3.82	0.39	Very High
Active Continuance Commitment	3.63	0.54	Very High
Passive Continuance Commitment	1.57	0.54	Very High
Value Commitment	3.78	0.40	Very High
Overall	3.70	0.44	Very High

Legend: 3.26-4.00= Very High; 2.51-3.25= High
1.76-2.50= Low; 1.00-1.75= Very Low

Table 6 shows the summary distribution of the respondents' level of commitment. The **overall mean** of teachers' commitment level is 3.70 (SD=0.44). This reflects a **Very High** and commendable commitment within the respondents. This suggests that the respondents' degree of devotion is exceptionally high and commendable. This implies that the teaching staff ardently upholds the organization's core values and goals in addition to providing support for it. Highly dedicated educators are more likely to foster solid professional communities, provide high-quality instruction, and work well with their pupils. This collaborative spirit can lead to creative teaching methods, continuous professional development, and eventually improved student outcomes. Because they were completely aware of their duties as learning facilitators, teachers who shown a higher level of dedication to their profession performed better, according to Cloma and Dioso (2023). One can feel incredibly fulfilled at work and have a happy attitude when their demands, particularly those related to salary, workplace, and responsibilities, are met. Furthermore, the instructors' overall performance shows that they are capable teachers who satisfy the needs of the community, the school, and their students.

Among all the five (5) commitment levels, it was revealed in table 6 that **Affective Commitment** got the highest mean score of 3.85 (SD=0.34) described as **Strongly Agree** which indicates that it has a very positive level of commitment. This is because workers who exhibit affective commitment exhibit sincere happiness and a deep emotional bond with their jobs. It entails having a strong sense of pride, loyalty, and belonging in addition to being content in one's career. It also implies that they are probably happier and less likely to quit their jobs. It also highlights how important it is that the school create an environment where kids feel emotionally invested in their work. Affective organizational commitment, according to Nguyen et al. (2020), is the desire of an employee to have an emotional connection to their organization and to take part in its goals and ideals. Workers that exhibit a high level of emotional commitment find purpose in their work and are deeply committed to the goals of the organization.

While **passive continuance commitment** obtained the lowest mean of 1.57 (SD=0.54), although it falls to a **Very High** level of commitment. Because it is more dependent on external variables than on true feelings of devotion to the company, passive continuation commitment typically demonstrates the lowest level of commitment among the five organizational commitment dimensions. Rather than affective commitment, passive continuing commitment results from employees feeling compelled to stay because of their financial situation, the

scarcity of better employment opportunities, or fear of the consequences of leaving. Workers that demonstrate affective commitment are passionate about their work and have a close emotional connection to it. In essence, it communicates a sense of duty rather than an actual, voluntary commitment. Passive continuous commitment is a sign of a less genuine interest or emotional investment in one's work by employees, which lowers engagement and job satisfaction. Kasogela (2019) posits that a negative link exists between consistent dedication and good job conduct. Employees want to remain with the company because they are afraid of losing the benefits that come with working there. If an employee feels that quitting would result in large personal costs, they may decide to stay with the company.

Problem 2. What is the respondents' performance in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and personal growth and professional development?

Table 7: Distribution of Respondents' Performance Based on Content Knowledge and Pedagogy

Indicators	Mean	SD	Description
Applied knowledge of content within and across curriculum teaching areas.	4.85	0.36	Outstanding
Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	4.78	0.42	Outstanding
Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.81	0.40	Outstanding
Overall	4.81	0.39	Outstanding

Legend: 4.49-5.00=Outstanding/Very High; 3.50-4.49=Very Satisfactory/High
2.50-3.49=Satisfactory/Moderate; 1.50-2.49=Unsatisfactory/Very Low
1.00-1.49=Poor/Low

Table 7 discloses the distribution of respondents' performance based on **Content Knowledge and Pedagogy** with an overall mean score of 4.81 (SD=0.39) described as **Outstanding**. The findings highlight the teachers' exceptional work and show how skillfully they were able to incorporate subject-matter knowledge and pedagogical strategies into their teaching strategies. This result shows how effective the teachers are working. It exhibits their commitment to teaching with a well-rounded methodology that blends effective teaching strategies with a firm grasp of the subject matter. Teachers with pedagogical content knowledge, according to Ramos (2021), can effectively create representations for concepts, identify student perceptions and misconceptions of the content, and sequence curriculum to enhance student learning. This helps them produce high-quality learners who have actually possessed the competencies.

The study's findings indicate that the category among the surveyed teachers is **Applied knowledge of content within and across curriculum teaching areas**, with the highest mean score of 4.85 (SD=0.36), described as **Outstanding**. This suggests that teachers are adept at applying their subject-matter knowledge to a range of curriculum areas. The high mean score indicates a consistent and effective use of pedagogical content knowledge in a range of teaching settings. This demonstrates how adeptly teachers use their subject-matter expertise in a range of teaching situations. A teacher's subject knowledge and pedagogical content knowledge, according to Seherrie and Mawela (2023), are the generated and acquired knowledges that provide the basis for effective teaching and learning in their field of competence. It

demonstrates how well they can use their expertise to teach a variety of courses and curricular topics.

On the other hand, the indicator **Use a range of teaching strategies that** enhance learner achievement in literacy and numeracy skills gained the lowest mean score of 4.78 (SD=0.42) which is described as **Outstanding**. This illustrates the belief held by educators that providing students with a diverse array of teaching methods is an excellent means of assisting them in developing their reading and arithmetic skills. Based on the researcher's findings, the participants recognize the importance of employing diverse instructional strategies to cater to the diverse requirements of their pupils. When several educational modalities are combined, such as math, reading, and writing, students learn more efficiently. Teaching can be made more entertaining and effective by using exercises, visual aids, and group projects that help students comprehend and remember the subject. Furthermore, a teacher's capacity to assist students in developing a deeper understanding makes them valuable as mentors and facilitators in addition to being a source of knowledge, claim Johnson and Johnson (2019). The results demonstrate that educators share the desire to go beyond traditional methods of instruction. Most educators concur that creating dynamic and effective learning environments that improve students' reading and numeracy skills requires a range of instructional strategies.

Table 8: Distribution of Respondents Performance Based on Learning Environment and Diversity of Learners

Indicators	Mean	SD	Description
Managed classroom structure to engage learners individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environment.	4.78	0.42	Outstanding
Directed learner behavior in positive way using positive and non-violent discipline to ensure learning focused environments.	4.80	0.40	Outstanding
Used differentiated, developmentally appropriate learning experiences to address learners', gender, need, strengths, interests and experiences.	4.69	0.54	Outstanding
Overall	4.76	0.45	Outstanding

Legend: 4.49-5.00=Outstanding/Very High; 3.50-4.49=Very Satisfactory/High
2.50-3.49=Satisfactory/Moderate; 1.50-2.49=Unsatisfactory/Very Low
1.00-1.49=Poor/Low

Table 8 shows the distribution of respondents' performance based on **Learning Environment and Diversity of Learners** with an overall mean of 4.76 (SD=0.45), described as **Outstanding**. This demonstrates how well teachers do in fostering inclusive and effective learning environments that cater to the various needs of their pupils. Additionally, it shows strong consensus about the diversity of learners and the learning environment in all assessed domains. They recognize and celebrate variety by incorporating a range of perspectives and experiences into their teachings to improve the learning process. The responders' remarkable capacity to facilitate the learning of all students is demonstrated by their ability to adapt their teaching tactics to a wide range of student backgrounds and learning preferences. It also means that they create a welcoming environment where everyone is respected and feels included, which inspires students to give their best work. According to Khulmnan (2018), instructors are more important in a personalized learning environment where creating relationships and trust are the cornerstones of all that happens in the classroom. The teacher pushes students to try

new things and take risks without fear of failing. Administrators who foster a cooperative school climate provided them with support.

In particular, the indicator, **Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments**, got the highest mean of 4.80 (SD=0.40) described as **Outstanding**. This demonstrates how teachers are able to effectively manage student behavior through the use of constructive, non-violent punishment strategies, fostering a focused and encouraging learning environment. This implies that educators want to ensure that students can learn and that their behavior doesn't get in the way of their capacity to educate. It helps students focus on their academics and teaches them appropriate behavior. An organized classroom fosters mutual respect, which makes teaching more effective. One of the most important things teachers can do to promote learning is to create a comfortable environment in the classroom (Dusenbury, 2020).

However, the indicator, **Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences**, attained the **lowest mean** score of 4.69 (SD=0.54). While slightly lower than the other two aspects, this score still falls within the **Outstanding** category. This demonstrates how adept teachers are at adapting their lesson plans to suit the needs, interests, gender, strengths, and experiences of their pupils. The outcomes demonstrate a strong commitment to supporting inclusive and effective teaching methods by showcasing a classroom environment that fits students' diverse learning preferences and styles. When students feel like they belong and are inspired to learn, which is accomplished with this method, they do better in the classroom. Ensuring that every student feels appreciated and motivated to continue their study is extremely important. As per Parish (2019), educators are often asked to modify their teaching strategies to accommodate students with exceptional needs. Instructors may utilize strategies, such as providing the content in many formats, to address the requirements of students who are having difficulty. In a traditional classroom, the "typical" student is taken into consideration when developing a lesson plan.

Table 9: Distribution of Respondents' Performance Based on Curriculum and Planning

Indicator	Mean	SD	Description
Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements.	4.78	0.42	Outstanding
Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.	4.72	0.47	Outstanding
Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.	4.72	0.45	Outstanding
Overall	4.74	0.44	Outstanding

Legend: 4.49-5.00=Outstanding/Very High; 3.50-4.49=Very Satisfactory/High
 2.50-3.49=Satisfactory/Moderate; 1.50-2.49=Unsatisfactory/Very Low
 1.00-1.49=Poor/Low

Table 9 displays the distribution of respondents' performance based on **Curriculum and Planning**. The data reveal an overall mean score of 4.74 (SD=0.44) described as **Outstanding**. This demonstrates that when it comes to planning and executing developmentally appropriate lessons and activities, taking part in group discussions, and effectively utilizing instructional resources to meet learning objectives, the teachers are operating at a very high level. This implies that they are ready to instruct the material effectively. Their ability to employ a range

of instructional materials and participate in cooperative learning contributes to an overall outstanding performance in ensuring their students have effective and engaging learning experiences. Furthermore, a well-planned curriculum produces a relevant and engaging learning environment, claims Harve (2023). A curriculum that is effective gives teachers, students, administrators, and community members a quantifiable strategy and structure for delivering high-quality instruction.

Moreover, this table provides an overview of the respondents' performance based on curriculum and planning, focusing on three specific aspects. The indicator, **Planned, managed, and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements**, has the highest mean of 4.78 (SD=0.42), described as **Outstanding**. This demonstrates that a significant majority of participants concur when it comes to attesting to their commitment to and effectiveness in organizing and executing learning activities in a manner that is both developmentally and structured-appropriate. The researcher observed that teachers are demonstrating a strong dedication to meticulous planning, effective administration, and successful execution of instructional activities. Additionally, they are demonstrating a very high level of competency and commitment to meeting the curriculum's requirements. Kurt (2020) argues that although instruction ensures that students comprehend the content, assessment need to demonstrate how well they have internalized it. It is essential for a teacher to connect learning objectives with instructional practices and assessments to ensure that everyone is aware of the expectations.

Meanwhile, **Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice**, got the lowest mean of 4.72 (SD=0.47), described as **Outstanding**. This implies that the teachers take an active role in group discussions and use feedback from peers and teachers to enhance their teaching strategies. It also demonstrates that they understand the importance of teamwork in boosting professional development, job satisfaction, and commitment to their work. Wiyono et al. (2022) state that teachers confer with one another frequently throughout routine tasks to address problems or improve or rectify work execution.

The indicator, **Selected, developed, organized, and used appropriate teaching and learning resources, including ICT, to address learning goals**, attained also the lowest mean score of 4.72 (SD=0.45), described as **Outstanding**. This indicates that responders have a very high level of competence when it comes to choosing, creating, and utilizing relevant educational resources—like information and communication technologies—to effectively meet learning objectives. This suggests that they employ the appropriate teaching and learning resources to ensure that each student has an opportunity to learn and that their needs are satisfied. Teachers can better support a variety of learning styles in the classroom and promote inclusivity and productivity by utilizing a variety of resources. In addition, choosing the right teaching materials and leveraging technology as needed are essential to meeting learning goals. This helps students learn the material you want them to and keeps them interested. Learning objectives will be fulfilled if instructors can successfully integrate the carefully thought out lessons into the curriculum (Rini & Muhroji, 2022).

Table 10: Distribution of Respondent's Performance Based on Assessment and Reporting

Indicator	Mean	SD	Description
Designed, selected, organized and used diagnostics, formative and summative assessment strategies consistent with curriculum requirements.	4.81	0.40	Outstanding
Monitored and evaluated learner progress and achievement using learner attainment data.	4.73	0.49	Outstanding

Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardian.	4.84	0.37	Outstanding
Overall	4.79	0.42	Outstanding

Legend: 4.49-5.00=Outstanding/Very High; 3.50-4.49=Very Satisfactory/High
2.50-3.49=Satisfactory/Moderate; 1.50-2.49=Unsatisfactory/Very Low
1.00-1.49=Poor/Low

Table 10 provides an assessment of the respondents' performance based on **Assessment and Reporting**. The data reveal an overall mean of 4.79 (SD=0.42), described as **Outstanding**. This demonstrates the teachers' proficiency in developing and implementing assessment strategies, monitoring students' progress, and effectively communicating with key stakeholders. Furthermore, it implies that the respondents are aware that one of the best ways to assess students' growth and identify the most effective techniques and approaches for ongoing education is through evaluation. Rhamawati and Barlianna (2021) emphasized the importance of the educational process, assessment, and reporting for pupils. Assessment is critical to student-centered education because it may provide teachers and students with meaningful feedback and allow them to make modifications to their instruction and learning. Students can learn about their progress, weaknesses, and strengths through assessment. They can then make the necessary decisions to improve their performance using this knowledge.

The indicator, **Communicated promptly and clearly the learners' needs, progress, and achievement to key stakeholders, including parents/guardian**, obtained the highest mean score of 4.84 (SD=0.37), described as **Outstanding**. This implies that the responders communicate with guardians or parents in a timely and clear way. They promote trust and strengthen the partnership between the home and the school. It is feasible to successfully support the student's learning process by making timely corrections or interventions thanks to this openness. In order to ensure that everyone is in agreement on providing the support and encouragement necessary for the student's academic and personal growth, they also involve the relevant stakeholders. According to Hollingsworth et al. (2019), evaluating performance at a certain point in time is not as significant as recording a student's evolving skills, knowledge, and comprehensions in a subject over time.

Moreover, the indicator, **Monitored and evaluated learner progress and achievement using learner attainment data**, obtained the lowest mean score of 4.73 (SD=0.49) described as **Outstanding**. This demonstrates that the majority of respondents acknowledged and supported the effective monitoring and assessment of students' academic development through the use of relevant data. According to the average score, most respondents concur that using learner attainment data to evaluate and enhance students' current accomplishments and progress is valuable and effective. They can use it to evaluate students' performance and gauge how they have changed over the course of the school year. The researcher observes that when it comes to reporting and assessment processes, teacher responders do a fantastic job. Furthermore, evaluation for learning is now considered an essential part of the teaching and learning process rather than an afterthought, as Umar (2018) makes clear. Their remarkable efficacy in ensuring a comprehensive understanding of students' requirements, advancement, and achievements among principal stakeholders is ascribed to their capacity to institute diverse evaluation approaches, oversee student development, and effectively communicate.

Table 11: Distribution of Respondents Performance Based on Personal Growth and Professional Development

Indicator	Mean	SD	Description
Applied a personal philosophy of teaching that is learner-centered.	4.66	0.48	Outstanding
Set professional development goals based on the Philippine Professional Standards for Teachers.	4.74	0.44	Outstanding
Overall	4.70	0.46	Outstanding

Legend: 4.49-5.00=Outstanding/Very High; 3.50-4.49=Very Satisfactory/High
 2.50-3.49=Satisfactory/Moderate; 1.50-2.49=Unsatisfactory/Very Low
 1.00-1.49=Poor/Low

Table 11 displays the distribution of respondents' performance based on **Personal Growth and Professional Development**, focusing on two specific aspects. Considering the overall mean, the respondents attained a mean score of 4.70 (SD=0.46), indicating a strong agreement across both measured aspects related to personal growth and professional development. This overall result falls into the **Outstanding** category, highlighting a very high level of competence among the teachers in applying learner-centered philosophies and setting professional development goals aligned with established standards. Teachers who flourish in their personal and professional growth are lifelong learners who are always eager to grow. They aggressively seek out chances to learn new things, which enhances their effectiveness as teachers and encourages others to do the same. Asiyah et al. (2021) claim that professional development greatly raised teachers' job commitment, and that work commitment affects the quality of education that teachers deliver. It was also shown that the standard of schooling was impacted by creative labor.

The indicator, **Set professional development goals based on the Philippine Professional Standards for Teachers**, gained the highest mean score of 4.74 (SD=0.44) described as **Outstanding**. This reflects a dedication to continual improvement and respect for established professional norms. The result shows a very strong performance in this area. This shows that in accordance with the Philippine Professional Standards for Teachers, the respondents set goals for their professional development. The researcher concluded from the data that teachers wish to use the national standards to enhance their instruction. This helps them become better instructors and guarantees that pupils receive a high-quality education in compliance with national requirements. According to Washington (2019), teachers who have access to high-quality, continuous professional development are better able to enhance their instruction and make a positive impact on students from all academic backgrounds. When teachers are able to learn, students learn more. Ongoing professional development broadens a teacher's skill set and helps them get more adept in the disciplines they are already proficient in.

Meanwhile, the indicator, **Applied a personal philosophy of teaching that is learner-centered**, gained a lowest mean score of 4.66 (SD=0.48) described as **Outstanding**. This implies that the responders actively use a learner-centered teaching approach and perform extraordinarily well. This demonstrates the educators' dedication to creating a teaching approach that prioritizes the needs and interests of the pupils. They challenged students to consider critically about what they are learning and how they are learning it in order to enhance the learning process. In a fully student-centered learning environment, teachers and students work together to co-create a learning plan or route that best suits the needs of each individual learner, according to Harrington and DeBruler (2019). In a student-centered learning environment, a teacher helps to create a setting that is unique to each student's learning needs. The instructor's job is to plan each student's educational path.

Table 12: Summary of Respondents' Teaching Performance

Performance	Mean	SD	Interpretation
Content Knowledge and Pedagogy	4.81	0.39	Very High
Learning Environment and Diversity of Learners	4.76	0.45	Very High
Curriculum and Planning	4.74	0.44	Very High
Assessment and Reporting	4.79	0.42	Very High
Personal Growth and Professional Development	4.70	0.46	Very High
Overall	4.76	0.43	Very High

Legend: 4.49-5.00=Outstanding/Very High; 3.50-4.49=Very Satisfactory/High
 2.50-3.49=Satisfactory/Moderate; 1.50-2.49=Unsatisfactory/Very Low
 1.00-1.49=Poor/Low

Table 12 shows the summary of respondents' teaching performance. The data reveal an overarching mean score of 4.76 (SD=0.43) described as **Very High**. This emphasizes how well teachers do at work once more. Their mutual commitment is particularly evident in the way they uphold learner-centered philosophies, create effective learning environments, meticulously plan the curriculum, implement effective reporting and evaluation practices, and foster continuous professional and personal development. According to Paz (2021), teachers have a deep understanding of creating a physically attractive and welcoming classroom that respects equity, justice, and dignity. Instructors are also adept at organizing and carrying out lessons that respect the differences in the students. This suggests that teachers can use approaches, tricks, and plans that are better suited to teaching the material. Creating, adapting, and implementing instructional strategies to teach the topic to students—especially those who are bright, gifted, or disabled—is another area in which teachers excel.

The comprehensive evaluation of teachers' performance reveals a consistently outstanding commitment to various aspects of their profession, as evidenced by mean scores falling within the **Outstanding** range across all categories. Notably, **Content Knowledge and Pedagogy** in particular strength, have the highest mean score of 4.81 (SD=0.390). This outcome demonstrates the instructors' depth of knowledge and effectiveness as educators, demonstrating their exceptional ability to apply content knowledge across a variety of curriculum teaching areas. When teachers use effective teaching tactics and are knowledgeable in their fields, students usually learn better. Effective teaching requires a deep understanding of the material and the ability to explain it in a way that students can understand. A true teaching experience should include not just the teacher's skillful demonstration of knowledge but also her ability to assist the students in making sense of the content. It is expected that students will gain more from a teacher who is more experienced or better prepared than from one who is less educated about the subject and skilled at presenting it to a specific audience (Filgona et al., 2020).

On the other hand, **Personal Growth and Professional Development** although falls in **Very High** performance it has the lowest mean of 4.70 (SD=0.46). Despite their exceptional performance, teachers rank last in terms of both professional and personal improvement. This suggests that even if individuals achieve in their careers, they still have potential for personal and professional development. By seeking out opportunities to learn new talents and improve their existing ones, educators can broaden their knowledge and skill set. They will reach their full potential, achieve personal fulfillment, and advance their professional careers along the way. The instructor is always a crucial component in fostering the attitudes we want to see in our pupils. Teachers grow and change within the framework of professional development, both personally and as professionals in the field, as well as in their pedagogical skills and conduct (Danjiela, 2018).

Problem 3. Is there a significant relationship between the respondent's level of commitment and their performance based in IPCRF?

Table 13: Relationship between Respondents Level of Commitment and Performance Based on IPCRF

Commitment Level	Teachers Performance						
		Content Knowledge and Pedagogy	Learning Environment and Diversity of Learners	Curriculum and Planning	Assessment and Reporting	Personal Growth and Professional Development	Overall
Affective	Pearson r	.447**	.451**	-0.108	.464**	.418**	.379**
	p-value	0.001	0.001	0.205	0.001	0.001	0.001
		S	S	NS	S	S	S
Normative	Pearson r	.545**	.532**	-0.075	.562**	.505**	.500**
	p-value	0.001	0.001	0.376	0.001	0.001	0.001
		S	S	NS	S	S	S
Active Continuance	Pearson r	.473**	.521**	-0.035	.498**	.494**	.473**
	p-value	0.001	0.001	0.681	0.001	0.001	0.001
		S	S	NS	S	S	S
Passive Continuance	Pearson r	.267**	.317**	-0.018	.278**	.404**	.310**
	p-value	0.001	0.001	0.833	0.001	0.001	0.001
		S	S	NS	S	S	S
Value	Pearson r	.313**	.348**	-0.058	.345**	.381**	.330**
	p-value	0.001	0.001	0.499	0.001	0.001	0.001
		S	S	NS	S	S	S

Legend: ** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The data shown in Table 13 provide a substantial knowledge of the complex relationship between participants' levels of devotion and their IPCRF performance. The correlation is significant at the two-tailed 0.05 level. The study looks at affective, normative, active, passive, and value components of organizational commitment in relation to teachers' job performance in critical areas like content knowledge and pedagogy, learning environment and learner diversity, curriculum and planning, assessment and reporting, and personal and professional development.

Overall, the results show a strong relationship between the effectiveness of teachers and their degree of dedication. As a result, the null hypothesis of the study is refuted, indicating that there is a statistically significant association between these two variables. The poll indicates that teachers who have a strong sense of duty toward their school are better equipped to manage these crucial aspects of their work. The findings repeatedly show that commitment, independent of the subject matter expert's degree of expertise, capacity to foster an inclusive learning environment, or enthusiasm for lifelong learning, can transform the diverse character of effective teaching.

Dedication is a crucial element in the field of education that influences teachers' performance in a number of ways. A careful analysis reveals that commitment has a significant

effect on a number of critical domains, such as topic knowledge and pedagogy, learner diversity and the learning environment, reporting and assessment, and personal and professional growth. More committed teachers did better because they were more self-aware and held higher moral standards. A person feels as though all of their demands—regarding pay, the work environment, and obligations—are being met when they have a positive attitude on their employment (Cloma & Dioso, 2023).

Apart from curriculum and planning, the results also indicate a significant correlation between the performance of teachers and their level of devotion. This finding suggests that the degree of job commitment of instructors did not significantly affect their views and feelings about the topic they taught and the lesson planning process. This lack of association might imply that factors other than dedication have a greater influence on instructors' opinions about planning and content. It may mean that teachers view curriculum and planning as unrelated to their passion for teaching; instead, they may view them as more administrative or technical aspects of their jobs.

The state in which educators follow the curriculum while still having the ability to successfully carry out their personal preferences and decisions is known as teacher autonomy. It is said that skipping, expanding, and reworking are common patterns of curricular adaptation for a classroom. The adaptability of the curriculum is one crucial aspect. The curriculum needs to give teachers flexibility so they can implement their own, individual decisions in the classroom. Furthermore, other factors that influence curriculum and planning decisions, like the availability of resources, school culture, and opportunities for professional development, may have a greater impact than the level of dedication exhibited by teachers. As a result, while teacher commitment is unquestionably necessary for effective instruction, its direct influence on curriculum and preparation may not be as apparent as that of other contextual factors (Bumen & Yazicilar, 2020).

Apart from the level of commitment, several additional factors could significantly influence the way educators perceive the curriculum and planning. One of the considerations is the level of liberty teachers have in designing their lessons. When teachers are enabled to adapt their teaching tactics to match the needs of their students, they are more likely to have a positive assessment of the curriculum and planning process.

Additionally, instructors' perceptions of the curriculum might be influenced by how well it aligns with their beliefs and worldview. According to Aytac (2023), educators were apprehensive to implement the new curriculum. Educators also think that the changes have no positive effect on the teaching-learning environment. If a curriculum is in line with the teaching philosophy and pedagogy of the instructors, it will be more positively received. When teachers feel that the material is engaging and relevant for their pupils, they are happier with the curriculum and preparation. Relevance and interaction could also be essential elements.

Nevenglosky et al. (2019) emphasize that the designs are the primary emphasis of the curriculum. In accordance with preset objectives, these designs typically offer instructional recommendations, scripts, lesson plans, and alternate assessments. These designs promote uniformity, which serves a number of goals, including supporting teachers in adopting and sustaining the curriculum's structure.

It is also revealed that the **most significant** relationship was observed between **Normative Commitment** and **teacher's performance** in terms of assessment and reporting ($r=0.562$, $p=0.001$). This suggests that teachers who strongly feel a sense of obligation or devotion to the school would perform better on activities related to evaluation and reporting. Likewise, pedagogy and content knowledge had a strong positive correlation ($r=0.545$, $p=0.001$). This shows that when it comes to subject-matter expertise and teaching tactics, teachers who have a strong sense of duty and dedication to the school typically do better.

Dedicated workers feel a strong connection to their organization, which aids in their understanding of its principles. They therefore alter their job to better suit the goals of the organization. Employees are deemed devoted when they embrace the organization's values, mission, and objectives and go above and beyond what is required of them to achieve those objectives. Furthermore, they have a strong desire to work for the organization for a long time (Adnan et al., 2018).

Conversely, the **lowest significant** relationship was observed between **Passive Continuance Commitment** and **teachers' work performance** based on the content knowledge and pedagogy ($r=0.267$, $p=0.001$). This suggests that when educators stay in their jobs out of duty rather than choice, their ability to teach may deteriorate. This may suggest that they are having trouble understanding the content they are teaching or using effective teaching strategies.

Employees that are committed to the company exhibit positive behavior at work, are more likely to refer others to the company, and are more likely to support the institution's goals on a personal and professional level. Moreover, committed employees are much less likely to leave their current position. Because companies are competing more fiercely, employee loyalty is becoming more and more crucial to retaining top personnel (Wainwright, 2022).

Consequently, educators who have a high feeling of dedication to their work are more likely to maintain their positions for an extended period of time. By identifying what drives this commitment and putting strategies in place to support it, educational institutions can increase their capacity to retain highly effective educators, reduce recruitment and training costs, and create a team of dependable educators who are aware of their roles and responsibilities.

Performance, dedication, and proficiency are all related because they push and inspire teachers to continuously give their all in the classroom, according to a Pama (2023) study. Teachers who have these qualities are more likely to observe gains in their effectiveness in the classroom. Students of dedicated, hardworking, and skilled teachers are clever, imaginative, and a little bit excited. Therefore, developing effective teaching skills should already be instinctive and mechanical, fostering a positive learning environment and increasing the likelihood that students' study-related activities will increase.

Conclusions

In light of the findings and remarks made, the following deductions were made:

Teachers exhibit an especially high level of affective involvement. Their genuine love of teaching and strong sense of purpose have made them extremely engaged in their work. Nevertheless, considering their low passive continuance commitment, it implies that their tenure is driven by factors other than habit or resistance to change. Creating a happy and fulfilling work environment can boost their dedication and support them as they pursue long-term teaching careers.

In every significant area of responsibility that impacts learning outcomes and fosters a positive learning environment, instructors' performance is highly rated. Teachers feel that having a solid understanding of the subject matter and utilizing effective teaching tactics are crucial for achieving high performance, but they place less value on professional development and personal improvement. They could consider providing more cash and resources to promote professional development initiatives. This may mean offering educators a variety of courses, training opportunities, and chances to expand their knowledge and skill sets in areas linked to their engaging teaching strategies and classroom surroundings.

Recommendations

The following recommendations, which are listed below, support the study's conclusions and findings:

1. Teacher should be provided with professional development workshops that cater to their evolving needs, fostering a workplace culture that encourages genuine job satisfaction. Additionally, creating transparent communication channels and acknowledging teachers' contributions can enhance their sense of value and attachment, reducing reliance on external factors for job retention.

2. Institutions of Naawan should implement recognition programs for teachers who contribute positively to the educational experience through varied activities. Promote and reward innovative teaching approaches, encouraging educators to explore diverse instructional methods and create a stimulating learning atmosphere.

3. It is advised that educators take part in action research initiatives focused on curriculum development. Allowing them to engage with one another allows them to adapt their teaching strategies to the unique needs of their students and the circumstances.

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