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The Influence of Organizational Commitment and Job Satisfaction Toward Teaching Performance Among Teachers in Selected Secondary Public Schools

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Abstract

Aim: The study focuses on the influence of organizational commitment and job satisfaction toward teaching performance among teachers in selected secondary public schools.

Methodology: The study used a descriptive design and correlational analysis with multiple linear regression analysis. Random sampling was utilized with a total of 142 teacher-respondents from three(3) selected schools. A research-made instrument was used based on an adapted and modified questionnaire from the related literature study of Gordo (2021). Descriptive and inferential statistics were used including Analysis of Variance, multi-regression analysis and Pearson R correlation in the analysis of data.

Results: The study highlights that job satisfaction of teachers influenced teaching performance, specifically professional development and recognition of work. The male category dominated the majority of the respondents in the age range of 41 to 60 years, and 1 to 5 years in service was the highest in terms of the service length. Further, there is a significant difference in the organizational commitment of respondents in terms of affective, normative, and continuance commitment when grouped according to sex, age, length of service, highest educational attainment, and designation. Moreover, organizational Commitment in terms of Affective and normative commitment has a significant positive relationship with the Job satisfaction of respondents in terms of Workplace Relations, Professional Development, and Recognition of Work.

Conclusion: Overall, the study underscores that organizational commitment and job satisfaction of teachers influenced teaching performance specifically professional development and recognition of work. This proved Herzberg's Two-Factor Theory of Satisfaction where the five factors contributed to job satisfaction, including achievement, recognition, the work itself, responsibility, and advancement. The 3-component model organizational commitment was also proven in this study particularly in affective commitment which focuses on emotional attachment to an organization. If employees have a high level of affective commitment, they enjoy the relationship with the organization and are likely to stay.

Keywords: Organizational commitment, job satisfaction, teaching performance, recognition of work, Workplace relationship, Philippines

INTRODUCTION

Over the years, human resources have been regarded as an organization's most valuable asset. Utilizing the skills of human resources as the foundation of an organization is crucial for achieving excellence and productivity. Due to the vital role that men and women play in an organization, top-level management must accord them the highest regard (Batugal, 2019).



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Teachers are seen as integral members of an educational institution if they are devoted to their work and satisfied with their positions. Even though the pandemic is still going on, a school can still be strong and resilient as long as its teachers are honest, open-minded, and want to learn science (Erlangga et al., 2021).

The study focused on the influence of organizational commitment and job satisfaction on the teaching performance of teachers in selected secondary public schools in Bukidnon. The study considered the level of commitment and the factors contributing to job satisfaction of teachers in line with their teaching performance. The organizational commitment of teachers and job satisfaction of instructors in the context of education is relevant in Philippine schools (Batugal, 2019).

Given this, DepEd issued Memorandum No. 004, s. 2022 on the Implementation of the Results-Based Performance Management System (RPMS)-Philippine Professional Standards for Teachers for School Year 2021-2022 dated Feb. 9, 2022. DepEd said that the new issuance will provide guidelines on the performance management and appraisal of teachers. The Department of Education (DepEd) is continuously in search of the best methods, strategies, techniques, and approaches to improve the Philippine educational system and provide quality education to the Philippine community. Aside from it, the hiring of qualified, experienced, and skilled teachers who partly complete the teaching-learning process must be given much consideration by the education bureau (Javillonar, 2022).

The commitment of the teachers is a vital aspect of the success of the school in the new normal. In the context of globalization, it requires new teachers with proper adaptive capacity, and creative thinking to meet the requirements of aggressive and creative educational endeavors (Batugal and Tindowen, 2019). Studies showed that there is a high positive influence on the organizational commitment of teachers and has a slightly positive influence on their job satisfaction (Batugal&Tindowen, 2019). Further, there is a generalized new concept that teacher commitment was primarily grounded on continuance and affective organizational commitment, defined from the nature of identity orientation which was influenced by social and collective identity, and which must be highly reinforced with verbal and nonverbal behaviors of teachers. (Guhao Jr., 2019).

At the same time, job satisfaction influences the performance of teachers. Leadership style, work environment, and organizational atmosphere also affect the performance of teachers. Job satisfaction can mediate the influence of leadership style, work environment, and organizational climate on teachers' performance. Job satisfaction involved opportunities for promotion, respect, pay or salary, and supervision. In like manner, teachers' job performance involved attendance, technical skills, quality of work, initiative, and communication. The teachers' job performance and satisfaction, and the relationship between and among variables, if any, provided important bases for policy suggestions to improve teachers' job satisfaction and performance. There was a significant relationship between job satisfaction and the performance of the school teachers (Abdurahman, 2020).

The teacher, a vital element of the teaching-learning process, faces various work-related problems such as work adjustment. Knowing their adjustment challenges, job satisfaction and work performance are of significance to ensure higher work satisfaction and performance. The kind and quality of the employee usually spells the difference between the success and failure of an organization hence the need for the employees – such as teachers, to be properly motivated and satisfied. Furthermore, job satisfaction is a critical element of an organization as the employee who is satisfied with his work conditions, receives fair treatment, gets a chance for promotion, and receives rewards and good pay systems will most likely make the organization a successful one. Also, when teachers feel opportunities for recognition, decision power about their work, planning of tasks, their contribution to productivity, and especially when teachers receive helpful suggestions and guidance from their supervisor then they will be more satisfied (Javillonar, 2020).

The study examined the influence of organizational commitment and job satisfaction on teaching performance among teachers in the selected secondary public schools with the following objectives: Determine the demographic profile of the respondents in terms of sex, age, length of service, educational attainment, and designation; Identify the respondents' level of organizational commitment in terms of affective commitment, normative commitment, and continuance commitment; Identify how the respondents assess their job satisfaction in terms of remuneration, workplace relations, recognition of work; and professional development; Identify the teaching performance of the



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respondents in terms of efficiency in a teaching capacity, improving confidence to teach, and enhancing teaching practices; Analyze the significant difference in the organizational commitment of the respondents when they are grouped according to their demographic profile; Analyze the significant relationship between organizational commitment and job satisfaction; Analyze the organizational commitment of the respondents significantly influencing teaching performance; and Analyze the job satisfaction of the respondents significantly influencing teaching performance.

The study is anchored on the Theory of Human Motivation (Maslow, 1943). The theory explained that job satisfaction is achieved when the job and its environment meet the needs of the individual. Maslow organized these needs in a hierarchy, including physiological, social-emotional, safety, love and belongingness, esteem, and intellectual; However, intellectual needs cannot be met until all of the lower and most basic human needs are satisfied. The study is supported by Herzberg's Two-Factor Theory of Satisfaction (Abraham & Prasetyo, 2021). Herzberg found that five factors contributed to job satisfaction, including achievement, recognition, the work itself, responsibility, and advancement.

The independent variable included the demographic profile of the respondents, the organizational commitment, and the job satisfaction of the respondents. The demographic profile included sex, age, length of service, educational attainment, and designation. The organizational commitment considered affective commitment, normative commitment, and continuance commitment. The job satisfaction of the respondents was considered among others of remuneration, workplace relations, recognition of work, and professional development. Conducive working conditions, promotional opportunities, fair remuneration, and support from headteachers are necessary for teachers (Eliyana & Ma'arif, 2019).

Research Questions

The study focused on the influence of organizational commitment and job satisfaction toward teaching performance among teachers in selected secondary public schools.

Specifically, the study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 Sex;
 - 1.2 Age;
 - 1.3 Length of service;
 - 1.4 Educational attainment;
 - 1.5 Monthly allowance; and
 - 1.6 Designation?
2. What is the respondents' level of organizational commitment in terms of:
 - 2.1 Affective commitment;
 - 2.2 Normative commitment; and
 - 2.3 Continuance commitment?
3. How do the respondents assess their job satisfaction in terms of:
 - 3.1 Remuneration;
 - 3.1 Workplace relations;
 - 3.2 Recognition of work; and
 - 3.3 Professional development?
4. What is the teaching performance of the respondents in terms of:
 - 4.1 Efficiency in teaching capacity;
 - 4.2 Improving confidence to teach; and
 - 4.3 Enhancing teaching practices?
5. Is there a significant difference in the organizational commitment of the respondents when they are grouped according to their demographic profile?
6. Is there a significant relationship between organizational commitment and job satisfaction?
7. Does the organizational commitment of the respondents significantly influence teaching performance?
8. Does the job satisfaction of the respondents significantly influence teaching performance?



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Hypothesis

The null hypothesis of the study will be tested at a 0.05 level of significance:

Hypothesis 1: There is no significant difference in the organizational commitment of respondents when they are grouped according to their demographic characteristics.

Hypothesis 2: There is no significant relationship between organizational commitment and job satisfaction.

Hypothesis 3: Organizational commitment does not have a significant influence on teaching performance.

Hypothesis 4 : Job satisfaction of teachers does not have a significant influence on teaching performance.

METHODS

Research Design

This study used descriptive research design and correlational with multiple linear regression analysis on the influence of organizational commitment and job satisfaction toward teaching performance among teachers in selected secondary public schools among teachers of the selected secondary Public Schools of Malayabalay City .

Population and Sampling

The study used the random sampling technique in determining the number of respondents and used simple random sampling for the teachers of the selected secondary Public Schools of Malayabalay City using the Cochran equation formula. The study used a 142 sample size which was based on a population of 225 teachers. The respondents of the study were teaching personnel from the selected Secondary Public Schools of Malayabalay City.

Instrument

An online survey questionnaire was used to gather the needed data in this study. The instrument was validated by specialists in the field.

Data Collection

The data was gathered, analyzed, and assessed in alignment with the research objectives and in adherence to all research protocols.

Treatment of Data

Statistical analysis was employed to examine several aspects, including the respondents' level of organizational commitment in terms of affective commitment, normative commitment, and continuance commitment, the respondents assess their job satisfaction in terms of remuneration, workplace relations, recognition of work, and professional development, the teaching performance of the respondents in terms of efficiency in teaching capacity, improving confidence to teach, and enhancing teaching practices, the difference in the organizational commitment of respondents when they are grouped according to their demographic characteristics, the relationship between organizational commitment and job satisfaction, the influence of organizational commitment on teaching performance, and the influence of job satisfaction of teachers on teaching performance.

Ethical Considerations

The researcher ensured strict adherence to ethical research protocols to safeguard the welfare of all individuals and organizations participating in the study.

RESULTS and DISCUSSION

The percentage distribution of the respondents according to their sex revealed that males dominated the majority of the respondents. On one hand, out of 142, there is 43 percent are composed of females, which attained the lowest frequency, according to age, dominated by 41 to 60 years old with 45.8 percent. However, 61 years old and above has the lowest percentage of 10.6 percent. In terms of Length of Service, data showed that participants with 1 to 5 years in service had the highest terms of service length with 36.6 percent and the lowest 12 percent belonged to participants with more than 16 years in service. In terms of Highest Educational Attainment, data showed that the participants with College degrees had the highest terms of educational attainment with 56.3 percent. In terms of Designation, data showed that participants' designation as Teacher II has the highest with 41.5 percent. On the other hand, the lowest frequency is 1.4 percent belonging to respondents designated as Master Teacher I.



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Respondents' level of organizational commitment in terms of affective commitment, normative commitment, and continuance commitment

Table 1 showed the level of organizational commitment in terms of affective commitment, normative commitment, and continuance commitment.

Table 1.

Respondents Level of Organizational Commitment

Digital Distance Learning	WM	SD	Desc	Interpret
<i>Affective commitment</i>	3.42	0.62	A	Very High Commitment
<i>Normative commitment</i>	3.41	0.57	A	Very High Commitment
<i>Continuance commitment</i>	3.00	0.85	A	High Commitment

1.00 – 1.75 Strongly Disagree (SD)

1.76 – 2.50 Disagree (D)

2.56 – 3.25 Agree (A)

3.26 – 4.00 Strongly Agree (SA)

The data analysis provided valuable insights into the extent of organizational commitment among the respondents. The summary unveiled an overall mean score of 3.28, which was indicative of a remarkably high level of commitment within the group. This interpretation of "Very high commitment" underscored the strong dedication and loyalty exhibited by the participants towards the organization. Upon closer examination of the data, it became evident that this robust commitment was multifaceted. Affective commitment, which gauges the emotional attachment of individuals to the organization, displayed a mean score of 3.42, further emphasizing the profound emotional connection respondents felt. This score, aligned with the interpretation of "Very high commitment," indicated that the participants were not only deeply engaged on a practical level but also emotionally invested in the organization's success. Similarly, normative commitment, which reflects a sense of moral obligation towards the organization, showcased a mean score of 3.41, solidifying the notion of "Very high commitment." This finding highlighted the participants' strong belief in the organization's values and a genuine desire to contribute to its welfare. Continuance commitment, measuring the perceived costs associated with leaving the organization, exhibited a mean score of 3.00, once again denoting "Very high commitment." This suggested that while participants may have acknowledged certain costs, their commitment remained steadfast. Notably, the data also shed light on the teachers' elevated commitment to both the institution and the students. Consequently, this elevated commitment correlated positively with the exemplary teaching performances observed. The teachers' strong commitment likely translated into a heightened sense of responsibility, job satisfaction, and a willingness to invest in the betterment of their students' educational experiences. Overall, the data provided a comprehensive picture of the participants' extraordinary organizational commitment, elucidating its multifaceted nature and its positive influence on the quality of teaching within the institution (Eliyana & Ma'arif, 2019).

Respondents assess their job satisfaction in terms of remuneration, workplace relations, recognition of work, and professional development

Table 2 established their job satisfaction in terms of remuneration, workplace relations, recognition of work, and professional development.



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Table 2.

Respondents' assessment of their job satisfaction

Socio-emotional Behavior	WM	SD	Desc	Interpret
<i>Remuneration</i>	3.40	0.57	SA	Very High Satisfaction
<i>Workplace relations</i>	3.37	0.58	SA	Very High Satisfaction
<i>Professional development</i>	3.40	0.56	SA	Very High Satisfaction
<i>Recognition of work</i>	3.49	0.51	SA	Very High Satisfaction

1.00 – 1.75 Strongly Disagree (SD)

1.76 – 2.50 Disagree (D)

2.56 – 3.25 Agree (A)

3.26 – 4.00 Strongly Agree (SA)

The analysis of the data provided a comprehensive view of the respondents' level of job satisfaction, revealing a noteworthy overall mean score of 3.42. This mean score was accompanied by the interpretation of "Very high satisfaction," underscoring the profound contentment experienced by the participants within their work context. Delving deeper into the dimensions of job satisfaction, the summary unveiled several specific aspects. Remuneration, a critical factor in job satisfaction, was found to have a mean score of 3.40, aligning with the interpretation of "Very high satisfaction." This indicated that participants were highly content with their compensation packages, reflecting a sense of fairness and value for their contributions. Moreover, workplace relations exhibited a mean score of 3.37, once again reflecting "Very high satisfaction." This finding highlighted the positive interactions and harmonious environment within the workplace, contributing significantly to the overall job satisfaction of the respondents. The aspect of professional development was also addressed, with a mean score of 3.40 and an interpretation of "Very high satisfaction." This outcome indicated that participants were not only content with their current roles but also had access to opportunities for growth and skill enhancement. Importantly, recognition for work emerged as a significant factor, with a mean score of 3.49, solidifying the interpretation of "Very high satisfaction." This underscored that participants felt appreciated and acknowledged for their contributions, further enhancing their job satisfaction. Remarkably, the data also illuminated the teachers' remarkable satisfaction with the institution, which translated into highly effective teaching performances (Sriadmitum, 2023). This heightened satisfaction likely fostered an environment conducive to teaching excellence, driven by a genuine sense of commitment, recognition, and overall contentment. In conclusion, the data's comprehensive assessment of job satisfaction painted a picture of remarkable contentment among respondents, driven by favorable remuneration, positive workplace relations, opportunities for growth, and a strong sense of recognition. This high level of satisfaction significantly contributed to the exceptional teaching performances exhibited by the teachers in the study.

Respondents teaching performance of the respondents in terms of efficiency in teaching capacity, improving confidence to teach, and enhancing teaching practices

Table 3 presented the respondents teaching performance of the respondents in terms of efficiency in teaching capacity, improving confidence to teach, and enhancing teaching practices.

Table 3.

Respondents' teaching performance of the respondents

Socio-emotional Behavior	WM	SD	Desc	Interpret
<i>Efficiency in a teaching capacity</i>	3.49	0.53	A	High teaching performance



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Improving confidence to teach	3.50	0.52	A	High teaching performance
Enhancing teaching practices	3.46	0.51	A	High teaching performance

- 1.00 – 1.75 Strongly Disagree (SD)
1.76 – 2.50 Disagree (D)
2.56 – 3.25 Agree (A)
3.26 – 4.00 Strongly Agree (SA)

The analysis of the data provided a comprehensive overview of the teaching performance exhibited by the respondents, unveiling an impressive overall mean score of 3.48. This mean score was associated with the interpretation of "High teaching performance," highlighting the commendable level of teaching effectiveness demonstrated by the participants. The summary further highlighted specific dimensions of teaching performance. Notably, efficiency in a teaching capacity was indicated with a mean score of 3.49, aligned with the interpretation of "High teaching performance." This observation underscored the participants' ability to effectively manage their teaching responsibilities, optimize their instructional strategies, and maintain a high level of efficiency in their classrooms. Additionally, the data highlighted the participants' improvement in confidence to teach, with a mean score of 3.50 contributing to their overall teaching performance. This finding indicated that the participants' growing self-assurance positively impacted their teaching effectiveness, fostering a more engaging and productive learning environment (tong, 2022).

Importantly, the data revealed that the teachers involved in the study collectively demonstrated high teaching performance, which in turn, played a pivotal role in elevating the institution's status and image. This outcome emphasized the significant contribution of these dedicated teachers toward positioning the institution as a center of educational excellence. Additionally, the data indicated that efforts to enhance teaching practices yielded positive results, as reflected by a mean score of 3.46 and an interpretation of "High." This demonstrated the participants' proactive approach to continuously improving their teaching methodologies, thereby leading to sustained high teaching performance.

A significant difference in the Organizational Commitment of the respondents when grouped according to their Demographic Profile

Table 4 presents a comprehensive overview of the significant differences observed in the Organizational Commitment of employees, categorized by sex, age, length of service, highest educational attainment, and designation. The data analysis highlighted notable disparities in Affective, Normative, and Continuance commitment among respondents within these diverse groups. The obtained results were characterized by p-values of 0.00, signifying the rejection of the null hypothesis.

Upon examining the findings related to sex, it was revealed that there exists a substantial distinction in Organizational Commitment based on Affective, Normative, and Continuance commitment dimensions when analyzing the data according to sex. However, the study established that there was no significant difference in organizational commitment between male and female employees. The nuances within these results might suggest that although the commitment levels are comparable, the underlying factors driving commitment might differ between the genders.

The research outcomes pertaining to age groups were equally compelling. The null hypothesis was rejected based on the age profile of the respondents, leading to the conclusion that age influences Affective, Normative, and Continuance commitment. This was substantiated by t-values of -32.856, -32.968, and -18.571, respectively, all with p-values of 0.000. These findings emphasize the intricate interplay between age and commitment, implying that various age groups exhibit distinctive levels of commitment within the organization.



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The length of service was also a pivotal determinant of Organizational Commitment, as revealed by the data analysis. The null hypothesis was once again rejected due to the impactful t-values and p-values associated with Affective (t-value = -18.171, p-value = 0.000), Normative (t-value = -18.092, p-value = 0.000), and Continuance commitment (t-value = -11.671, p-value = 0.000). These results highlighted that the duration of an employee's service significantly influences their commitment levels across these dimensions.

Table 4.

Significant difference in the Organizational Commitment of employees when grouped according to sex, age, length of service, highest educational attainment, and designation.

Profile	Organizational Commitment								
	Affective Commitment			Normative Commitment			Continuance Commitment		
	t-value	Sig.	Decision on Ho	t-value	Sig.	Decision on Ho	t-value	Sig.	Decision on Ho
Sex	-42.900	.000	Reject	-42.794	.000	Reject	-30.067	.000	reject
Age	-32.856	.000	Reject	-32.968	.000	Reject	-18.571	.000	reject
Length of Service	-18.171	.000	Reject	-18.092	.000	Reject	-11.671	.000	reject
Highest Educational Attainment	-25.530	.000	Reject	-25.238	.000	Reject	-10.796	.000	reject
Designation	-29.439	.000	Reject	-29.707	.000	Reject	-15.743	.000	reject
Significant if P-value < 0.05									
Legend: Ho is rejected if Significant Ho is accepted if Not Significant									

A significant relationship between Organizational Commitment and Job Satisfaction

Table 5 showed unveiled notable correlations, particularly within the context of Affective Commitment. The findings revealed that Affective Commitment exhibited a significant and positive relationship with various facets of Job Satisfaction. Specifically, the relationship between Affective Commitment and Workplace Relations demonstrated a correlation coefficient (r) of 0.352, indicating a substantial positive association. This was corroborated by a low p-value of 0.000, solidifying the significance of this relationship. Moreover, the data highlighted similar patterns of positive relationships between Affective Commitment and Professional Development (r = 0.391, p-value = 0.000), as well as Recognition of Work (r = 0.293, p-value = 0.000). Consequently, these findings led to the rejection of the null hypothesis, highlighting the meaningful link between Affective Commitment and these dimensions of Job Satisfaction.

Continuing, the analysis delved into the relationship between Normative Commitment and Job Satisfaction. The results revealed significant and positive correlations between Normative Commitment and several aspects of Job Satisfaction. For instance, a positive relationship emerged between Normative Commitment and Remuneration, with an r-value of 0.215 and a p-value of 0.010, supporting the rejection of the null hypothesis. Similarly, Normative Commitment displayed strong correlations with Workplace Relations (r = 0.375, p-value = 0.000), Professional Development (r = 0.340, p-value = 0.000), and Recognition of Work (r = 0.335, p-value = 0.000), all indicating a substantial positive connection.

Interestingly, these findings resonate with a related study by Purwanto (2020) that examined the relationship between Organizational Commitment and School Performance. In the aforementioned study, the significant relationship



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between Organizational Commitment and School Performance underscored a similar pattern of positive correlations, validating the robustness of the findings

Table 5.

Significant relationship between Organizational Commitment and Job Satisfaction.

Organizational Commitment	Job Satisfaction											
	Remuneration			Workplace Relations			Professional Development			Recognition of Work		
	r	Sig .	Decision on Ho	R	Sig .	Decision on Ho	R	Sig .	Decision on Ho	R	Sig .	Decision on Ho
Affective Commitment	.110	.191	accept	.352**	.000	Reject	.391**	.000	Reject	.293**	.000	reject
Normative Commitment	.215*	.010	Reject	.375**	.000	Reject	.340**	.000	Reject	.335**	.000	reject
Continuance Commitment	-.026	.755	accept	-.229**	.006	Reject	.062	.467	Accept	-.040	.634	accept
<i>Significant if P-value < 0.05</i>												
<i>Legend: Ho is rejected if Significant Ho is accepted if Not Significant</i>												

The influence of organizational commitment on teaching performance

Table 6 showed the organizational commitment of the respondents influences significantly teaching performance. The data analysis reveals a clear relationship between these two variables. Notably, the study uncovers that affective commitment, with correlation coefficients of 0.401 and 0.303, has a significant influence on teaching performance. This observation aligns with prior research by Kawiana et al. (2018), which also highlighted the significant impact of the organizational commitment variable on employee performance, supporting the robustness of the findings.

Furthermore, the adjusted R-value of the dependent variable, in this case, teaching performance, signifies a meaningful insight into the explanatory power of the independent variables. Specifically, the adjusted R-value of 0.16 suggests that approximately 16% of the variation in teaching performance can be attributed to the influence of organizational commitment. While this percentage might seem modest, it's important to recognize that this portion of variance is directly linked to the variables examined in this study. The remaining 84% of variation is attributed to factors not included within the scope of this study. This observation underscores the complexity of teaching performance, suggesting that a multitude of elements beyond organizational commitment also play a significant role in shaping this outcome.

The statistical model's high level of significance, as indicated by an F-value of 8.81 and a significance level of 0.000, further strengthens the credibility of the findings. This underscores that the established relationship between organizational commitment and teaching performance is not merely coincidental but rather possesses substantial statistical and practical significance.

Table 6.

Influence of organizational commitment on teaching performance.

Independent Variables	Beta	T-value	Sig.
Affective Commitment	.303	3.035	.003
Normative Commitment	.108	1.088	.279
Continuance Commitment	.084	1.059	.292
Dependent Variable	Teaching Performance		
Constant	.401		



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Adjusted R ²		0.161
F-value		8.81
Significance		0.000
Model: Teaching Performance = .401 + .303 Affective Commitment		

The influence of job satisfaction of teachers on teaching performance.

Table 7 showed the the job satisfaction of the respondents significantly influences teaching performance. The data analysis provides a clear understanding of the relationship between these two critical variables. The study unveils compelling correlations, indicating that teaching performance has significant associations with various facets of job satisfaction. Specifically, teaching performance demonstrates substantial correlations of 0.511, 0.304 in terms of Professional Development, and 0.356 with Recognition of Work.

These findings are consistent with results from a related study conducted by Baluyos et al. (2019) that explored the connection between job satisfaction and job performance among elementary school teachers. This related study discovered a significantly positive prediction of job performance based on job satisfaction, reinforcing the robustness of the findings. Importantly, these findings carry significant implications for school management and educational administrators at the regional level, highlighting the need to develop strategies aimed at enhancing teacher satisfaction to elevate teaching performance. Wolomasi et al. (2019) further emphasized the importance of such efforts to promote a conducive environment for teaching excellence.

In line with this, the data analysis presents concrete insights into the effects of Professional Development and Recognition of Work on teaching performance. A noteworthy observation is that a per-unit increase in Professional Development corresponds to a 0.304 increase in teaching performance, while a per-unit increase in Recognition of Work results in a 0.356 increase in teaching performance. These insights underscore the significance of recognition in influencing teaching performance, with professional development also exerting a positive impact.

Moreover, the hierarchy of impact is highlighted, with Recognition of Work emerging as the most influential element impacting teaching performance, closely followed by Professional Development. These findings align with similar research conducted by Kadtong et al. (2017), further validating the results and adding credibility to the conclusion.

Table 7.
influence of job satisfaction of teachers on teaching performance.

Independent Variables	Beta	T-value	Sig.
Remuneration	-.036	-.458	.647
Workplace Relations	-.010	-.116	.908
Professional Development	.304	3.624	.000
Recognition of Work	.356	4.599	.000
Dependent Variable	Teaching Performance		
Constant	.511		
Adjusted R ²	0.261		
F-value	12.12		
Significance	0.000		
Teaching Performance = .511 + .304 Professional Development + .356 Recognition of Work.			



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Likewise, the adjusted R of the dependent variable connotes that 26% of the variation in teaching performance can be explained by the independent variables. The rest of 74% is due to other factors not included in this study. Thus the statistical model is highly significant ($F = 12.12$) and significant at the 0.000 level.

Summary, Conclusions, and Recommendations

In conclusion, this study has revealed significant insights into the dynamics of organizational commitment and job satisfaction among teachers and their direct impact on teaching performance, particularly in terms of professional development and recognition of work. The findings align with Herzberg's Two-Factor Theory of Satisfaction, highlighting the importance of factors such as achievement, recognition, the nature of the work, responsibility, and advancement in influencing job satisfaction. The study's exploration of the 3-component model of organizational commitment validated the prominence of affective commitment, underscoring the emotional bond individuals form with their employing organization, which can contribute to higher retention rates.

Moreover, the research demonstrated substantial variations in Organizational Commitment across different categories such as gender, age, length of service, educational attainment, and designation, with p-values of 0.00, leading to the rejection of the null hypothesis.

In overall, this study has provided valuable insights that can guide educators, administrators, and stakeholders in fostering a more conducive teaching environment through nurturing commitment, enhancing job satisfaction, and thus positively impacting teaching performance.

Based on the conclusions and the significance of the study, the following recommendations are formulated:

1. School administrators should prioritize the enhancement of teachers' professional development and recognition, as these aspects have shown potential to substantially elevate teaching performance.
2. Teachers within the educational institution should actively engage in available development programs to enhance their teaching efficiency and confidence in their instructional capacities.
3. Non-teaching staff should also partake in online webinar training and workshops to elevate their performance and contribute to delivering high-quality services to the community.
4. Students' cooperation with both school management and teachers is pivotal to ensuring favorable teaching performance outcomes.
5. Parents are encouraged to provide support to their children's education, working in tandem with teachers to implement school programs that ultimately benefit the students.
6. Researchers are advised to pursue further investigations into aspects or determinants not covered in this study that could influence teachers' commitment, job satisfaction, and subsequently, teaching performance.

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Appendix

SURVEY QUESTIONNAIRE FOR TEACHERS Code No. _____

Dear Respondent,

I am conducting a study titled —THE INFLUENCE OF ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION TOWARD TEACHING PERFORMANCE AMONG TEACHERS IN SELECTED SECONDARY PUBLIC SCHOOLS.||

As one of the teaching personnel in selected secondary Public Schools, you are chosen as one of the respondents in the study. Kindly answer the questions honestly as to your experience as a teacher in the school. All of your answers will be treated as greatly confidential.

Thank you.

(Sgd.) Lani Marie Daapong
Researcher

Part 1 Demographic Profile of the Respondents

Sex: ☐ Male ☐ Female

Age: ☐ 21 - 40 Young Adult
☐ 41 - 60 Middle Aged-Adult
☐ 61 – above Middle-Older-Older Adult

Length of service ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16 years – above

Marital status: ☐ Single ☐ Married ☐ Widowed ☐ Separated

Highest Educational attainment: ☐ College
☐ Post graduate

Designation: _____

Part II. Items related to Organizational Commitment, Job Satisfaction, and Teaching Performance

In your description, please rate the organizational commitment, job satisfaction, and teaching performance based on your observation and experience as a teacher in school using the scale below.

(4) Strongly agree (3) Agree (2) Disagree (1) Strongly disagree



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Scale					
A. Organizational Commitment					
		4	3	2	1
A.1 Affective Commitment					
1.	I feel like the part —of the family at the school affects my teaching performance.	4	3	2	1
2.	I feel —emotionally attached to this school which influences my teaching performance.	4	3	2	1
3	I enjoy discussing my school with people outside which contributes to job satisfaction.	4	3	2	1
4	This school has a great deal of personal meaning for me that added to my job satisfaction.	4	3	2	1
A.2 Normative Commitment					
5	I believe in the value of remaining loyal to one school that influences my teaching performance.	4	3	2	1
6	I believe that a person must always be loyal to his or her school which affects teaching performance.	4	3	2	1
7	I trust my school and it added to my job satisfaction.	4	3	2	1
8	I believe that things will be better when people stay with one school for most of their career which contributes to job satisfaction.	4	3	2	1
.					
A.3 Continuance Commitment					
9	It would be very hard for me to leave my school right now even if I wanted to which affects my teaching performance.	4	3	2	1
10	Too much in my teaching performance would be disrupted if I decided I wanted to leave my school now.	4	3	2	1
11	Right now staying with my school is a matter of	4	3	2	1



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		necessity as much as desire which affects job satisfaction.				
12		One of the few serious consequences of leaving the school would be the scarcity of available alternatives.	4	3	2	1
		B.1 Remuneration				
		My remuneration				
13		is higher than work-produced which influences my teaching performance.	4	3	2	1
14		motivated me to provide services of higher quality that influence my teaching performance.	4	3	2	1
15		encourages me to increase productivity which influences my teaching performance.	4	3	2	1
16		includes satisfactory incentives to work in border areas which influence my teaching performance.	4	3	2	1
		B.2 Workplace Relations				
		I can				
17		access to the equipment in the workplace necessary for performing the tasks which influence my teaching performance.	4	3	2	1
18		possibly receive assistance from co-workers when necessary which influences my teaching performance.	4	3	2	1
19		immediately receive supervisor provisions with sufficient information related to work that influences my teaching performance.	4	3	2	1
20		communicate between the immediate supervisor and employees that affect my teaching performance.	4	3	2	1
		B.3 Recognition of Work				
		The management of the school				
21		encourages peer feedback on an employee's professional qualifications which influence the teaching performance.	4	3	2	1



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22	recognizes the expertise of each team member and gives each employee assignments at par with his/her qualifications which affect the teaching performance.	4	3	2	1
23	considers the work process in team assessments and employee performance evaluations which influence teaching performance.	4	3	2	1
24	gives out professional practices awards and sets up programs to reward innovative teaching performance.	4	3	2	1
	B.4 Professional Development				
25	I have a clearly defined career target and a vision of myself in the future teaching force.	4	3	2	1
26	I realize a development plan for my career is consequently needed in my teaching career.	4	3	2	1
27	I want to know more about the methods and tools of building a personal brand in teaching.	4	3	2	1
28	I know my strengths as an employee and believe that I am competitive in the labor market of teaching.	4	3	2	1
	C.1 Efficiency in Teaching Capacity				
1	I am providing the objectives for which a specific task/lesson/series of lessons take(s) place.	4	3	2	1
2	I am using appropriate techniques to collect data on student knowledge and skills.	4	3	2	1
3	I am giving time for students to respond and deal with student responses.	4	3	2	1
4	I encourage students to use problem-solving strategies presented by the teacher or other classmates.	4	3	2	1



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	C.2 Improving Confidence to Teach				
5	I am outlining the content to be covered and signaling transitions between lesson parts.	4	3	2	1
6	I am using application tasks as starting points for the next step of teaching and learning.	4	3	2	1
7	I am challenging students to identify the reason why an activity is taking place in the lesson.	4	3	2	1
8	I am raising different types of questions at appropriate difficulty levels.	4	3	2	1
	C.3 Enhancing Teaching Practices				
9	I am providing an overview of what the class will cover through the class learning objectives.	4	3	2	1
10	I am giving instructional activities to support the	4	3	2	1
	learning objectives.				
11	I am making the material relevant by providing relevant examples, including real-world experiences and demonstrations to illustrate concepts and skills.	4	3	2	1
12	I encourage students to be engaged in and responsible for their learning and motivate students to achieve at higher levels.	4	3	2	1