Work Attitude, Commitment and Performance of Professors in University of China

Dr. Wang Zhe
Lyceum of the Philippines University – Batangas, 4200 Capitol Site, Batangas City, Philippines
Corresponding Author e-mail: *18066626161@163.com*

Abstract

Aim: This study sought to delve into the intricate relationships between work attitude, commitment, and performance among professors at the University of China. By investigating these dimensions, the research aimed to address existing gaps, draw on relevant theories, and provide valuable insights to enhance the professional well-being and effectiveness of professors in this academic context.

Methodology: Quantitative data were collected through the distribution of survey questionnaires, and then summarized and described through statistical analysis, charts, and weighted mean scores.

Results: Findings teacher commitment significantly shapes job performance through increased job satisfaction, motivation, effective classroom management, positive relationships with students, continuous professional development, active engagement in the school community, and advocacy for student well-being. These factors, underpinned by teacher commitment, collectively contribute to the enhanced job performance of educators within the educational setting.

Conclusion: There was an almost equal number of male and female professors, concluding college degree holders and temporarily employed. The professors generally agreed on the internal and external indicators of job satisfaction as well as the indicators of the extent of teachers` affective, continuance, and normative commitments. The professors have a well-established culture of work attitude, commitment and performance in university of China. There was a significant difference when grouped according to civil status, employment status, and length of service. There was a significant relationship between work attitude, commitment and performance in university of China. Chinese colleges and universities should strengthen comprehensive training on commitment culture and work attitude education, which will determine the performance of campus professors in university of China.

Keywords: Work Attitude, Commitment, Performance

INTRODUCTION

In the fast-evolving landscape of higher education, the role of professors is pivotal in shaping the academic experience and contributing to the overall success of an institution. This study sought to delve into the intricate relationships between work attitude, commitment, and performance among professors at the University of China. By investigating these dimensions, the research aimed to address existing gaps, draw on relevant theories, and provide valuable insights to enhance the professional well-being and effectiveness of professors in this academic context.

The triad of work attitude, commitment, and performance is integral to understanding the dynamics of the academic profession, particularly among university professors. Work attitude encompasses an individual's feelings and beliefs about their work, influencing their motivation and behavior. Commitment involves the dedication and loyalty an individual feels toward their organization, influencing their persistence and engagement. Performance, in an academic setting, is multifaceted, including teaching effectiveness, research output, and contributions to the institution.

Professors' work attitudes are shaped by various factors, including job satisfaction, motivation, and job characteristics. Job satisfaction, linked to Herzberg's Two-Factor Theory, emphasizes the importance of intrinsic motivators such as achievement, recognition, and the nature of the work itself (Herzberg, Mausner, & Snyderman,

1959). Professors who find intrinsic meaning in their work are likely to exhibit positive work attitudes, influencing their commitment and overall performance (Carvajal, et al., 2024a; Dizon & Sanchez, 2020).

Organizational commitment among professors is crucial for the stability and success of academic institutions. Meyer and Allen's Three-Component Model distinguishes affective commitment (emotional attachment), normative commitment (sense of obligation), and continuance commitment (awareness of costs) (Meyer & Allen, 1991). High levels of commitment are associated with increased job satisfaction, retention, and positive organizational citizenship behaviors among professors.

Academic performance involves teaching effectiveness, research productivity, and contributions to institutional goals. The Job Characteristics Model (Hackman & Oldham, 1980) suggests that task significance, autonomy, and feedback influence job satisfaction and performance. Professors with a high degree of autonomy and a clear understanding of the significance of their work tend to excel in their roles.

The interplay of work attitude, commitment, and performance is a complex and interconnected aspect of the academic profession. Positive work attitudes, driven by intrinsic motivators, contribute to organizational commitment, fostering a sense of loyalty and obligation among professors (Paraiso, et al., 2024; Sanchez, 2020; Sanchez, 2023a; Sanchez & Sarmiento, 2020). This commitment, in turn, positively influences their performance outcomes, shaping not only their individual success but also the overall success of the academic institution.

In the global higher education scenario, understanding the factors that influence professors' work attitude, commitment, and performance is crucial for maintaining academic excellence. Despite the significance of these variables, there remains a notable gap in the literature specific to the University of China. The unique cultural, organizational, and contextual factors that shape the experiences of professors in this setting require dedicated scholarly attention.

Existing literature often focuses on Western educational contexts, leaving a void in our understanding of how cultural nuances, institutional structures, and societal expectations influence the work dynamics of professors in Chinese universities. This study aimed to bridge this gap by offering a nuanced exploration of work attitudes, commitment levels, and performance outcomes within the distinct academic environment of the University of China.

The primary objective of this research is to provide a comprehensive understanding of the work attitudes, commitment levels, and performance outcomes of professors at the University of China. By addressing this research gap, the study aimed to offer actionable insights for academic leaders, policymakers, and university administrators to enhance the working conditions and professional experiences of professors. The study aspires to contribute valuable knowledge that can inform evidence-based strategies for fostering a positive work environment, enhancing organizational commitment, and ultimately improving the performance and effectiveness of professors at the University of China.

This research represents a critical step toward advancing our understanding of the intricate dynamics within Chinese higher education, with the potential to guide policy decisions and institutional practices for the benefit of both professors and the academic community at large.

Objectives

This study explored the work attitude, commitment and performance of teachers to work in a University in China.

Specifically, it sought to determine the following:
1. It determined the attitude towards work in terms of cognitive and affective domain.
2. It determined the level of commitment in terms of normative, continuance and affective.
3. It assessed work performance in terms of task performance, contextual performance, counterproductive behavior.
4. It tested the differences in the responses on the variables when grouped according to profile.
5. It proposed a teaching management program for the enhancement of teachers work performance

METHODS

Research Design

In this study, quantitative data was collected through the distribution of survey questionnaires, and then summarized and described through statistical analysis, charts, weighted mean scores.

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Population and Sampling

The researcher used the total population - one university school in China - where the researcher graduated. The total population was from the Human Resource Department of the university. It described the locale of the study the university, the distribution of the teachers per department. Xi`an City, Shaaxi Province, China, NPU (Northwestern Polytechnical University). Founded in 1938, after years of development and transformation, the school continues to expand in size, becoming an influential complete University. There are 27 colleges and 70 undergraduate programs,21 postdoctoral mobile stations, 27 first-degree doctoral programs 39 first-degree master's programs, more than 4,300 faculty and staff.

Instrument

The questionnaire was taken from the study Attitude toward the work and its influence on the Individual work performance of employees: Basis for Attitude Management by Abun Damianus et. al. (2021). The study questionnaire has three parts. The first part of the questionnaire describes the respondents' background information which included gender, age, educational attainment, length of service, and employment status. The second part contains two dimensions of the attitude of employees toward work in terms of: Cognitive attitude and affective attitude, the job performance of employees in terms of a. Task performance b. Contextual performance c. Counterproductive behavior.

The third part of the questionnaire was taken from the study teachers job satisfaction and commitment in secondary school at Hadiya Zone in Ethiopia by Desta Ayele 2014 about the commitment of teachers with three dimensions affective, continuance and normative commitment.

Data Collection

In the study, the researcher evaluated the questionnaire was analyzed for the reliability and validity of the questionnaire. Before the formal implementation of the questionnaire, the researcher conducted a small-scale testing to evaluate the feasibility and improvement needs of the questionnaire. The researcher randomly selected a sample of 30 participants and introduced the research purpose and process and provided the necessary explanation and guidance to ensure that participants correctly understood and answered the questionnaire questions. The researcher personally distributed the questionnaire to the participants. The results of the survey were submitted to the statistician for the reliability test. The result is presented in the table.

After the result of the reliability test, the questionnaire was distributed to the intended participants. The data distribution and collection were personally conducted by the researcher. The results of the collected data were encoded in the Excel spreadsheet and checked the input data to ensure the accuracy of the questionnaire. The encoded data was sent to the research center for decoding by the statistical personnel using professional statistical software.

Data Analysis

To perform data analysis, the following statistical tools were used. Frequency and percentage distribution were used to describe the profile of the respondents in terms of the categories. Weighted means and ranking were used to assess the attitude, commitment and work performance of the respondents. factor. Pearson R and the T test were used to test the difference in the responses.

Ethical Consideration

The teachers told as to the purpose of the study and remained anonymous throughout the entire research process and agreed on data inputs voluntarily. The data that were collected from the questionnaire survey, the statistical data were all original data, and were not revised. In addition, ethical practices were followed throughout the entire study.

RESULTS and DISCUSSION

Table 1

Gender	Frequency	Percentage %
Male	154	51.3
Female	146	48.7
Age		
20 – 25	126	42.0
26 - 30	52	17.3
30 and above	122	40.7
Educational Attainment		
College Degree	162	54.0
Master's Degree	70	23.3
Doctor's Degree	68	22.7
Length of Service		
Lower to 5 years	217	72.3
6 - 10 years	24	8.0
10 - 15 years	59	19.7
Employment Status		
Temporary	59	19.7
Permanent	241	80.3

Table 1 presents the percentage distribution of the respondent's profile. The gender distribution was relatively balanced, with 51.3% males and 48.7% females. There was a slight male majority in the surveyed population.

The majority of respondents (42.0%) were in the age group of 20 - 25 years, followed by 30 years and above (40.7%). There was a smaller representation from individuals aged 26 - 30 years (17.3%). This indicates a predominantly young workforce with a significant portion of more experienced individuals.

A majority of respondents hold a college degree (54.0%), while 23.3% have a Master's degree, and 22.7% have a Doctor's degree. This suggests a well-educated sample, with a significant number of individuals having attained higher education qualifications.

A large portion of respondents (72.3%) had a length of service lower than 5 years, indicating a relatively young workforce or high turnover rate. There was a smaller representation from individuals with 6 - 10 years (8.0%) and 10 - 15 years (19.7%) of service, suggesting a decreasing trend in the workforce as the years of service increase.

The majority of respondents (80.3%) have permanent employment status, while 19.7% are in temporary positions. This indicates a stable workforce with a minority of temporary or contractual employees.

This proved that the organization or population being surveyed seems to have a gender balance. There is a predominant presence of young individuals, especially those aged 20 - 25, indicating a youthful workforce. The high percentage of individuals with college degrees and above suggests a well-educated population. The majority of employees have relatively short tenures, which might imply a dynamic workforce with a significant influx of new talent or a high turnover rate. A significant majority holding permanent positions indicates stability in employment for the surveyed population. These insights could be valuable for employers, policymakers, or researchers looking to understand the demographics and characteristics of the surveyed group.

Table 2

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Eager to attend seminars or trainings in relation to the subject we are handling which would help us improve our teaching skills.	3.47	Agree	2
2. Happy and excited teaching the subject.	3.48	Agree	1
3. Motivated to try out new ideas in our classroom as part of teaching the subject.	3.43	Agree	4
4. Well-prepared whenever we teach the subjects we are handling.	3.46	Agree	3
5. Find it easy to deliver the content of the subject we are handling.	3.35	Agree	5
Composite Mean	**3.44**	**Agree**	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 presents the respondents assessment on the attitude of teachers toward work as to the extent of Manifested Work Attitude along Subjects Taught. The composite mean of 3.44 indicates that the respondents agreed in general. Among the items cited, happy and excited teaching the subject ranked first with mean score of 3.48, followed by eager to attend seminars or trainings in relation to the subject we are handling which would help us improve our teaching skills and well-prepared whenever we teach the subjects, we are handling.

Teachers' happiness, enthusiasm, and eagerness to attend seminars or training programs related to the subjects they teach can be attributed to several factors. Teachers who are passionate about the subjects they teach are naturally inclined to be enthusiastic. Their genuine interest and love for the subject matter drive their excitement, making teaching and learning about the subject a fulfilling experience (Dewaele & MacIntyre, 2014; Muńoz & Sanchez, 2023; Salendab & Sanchez, 2023; Salendab, Ocariza-Salendab & Sanchez, 2023; Salendab, et al., 2024a; Sanchez, 2023b; Sanchez, et al., 2024a). When teachers find joy and fulfillment in teaching their subjects, it enhances their overall job satisfaction. Engaging in seminars or training related to their subject matter allows them to deepen their knowledge, leading to a sense of accomplishment and professional growth (Ingersoll & Strong, 2011).

Participating in subject-specific seminars or training sessions equips teachers with new teaching strategies and methodologies. The acquisition of innovative techniques enhances their teaching skills, making the classroom experience more engaging and effective for both teachers and students (Darling-Hammond, 2017).

Continuous learning and professional development are essential aspects of teaching. Attending subject-specific seminars or training programs allows teachers to stay updated with the latest research, curriculum changes, and educational trends. This ongoing learning contributes to their sense of professionalism and job satisfaction (Ingersoll & Strong, 2011).

Subject-specific seminars often facilitate collaboration and networking among teachers who share similar interests. Engaging with peers who are passionate about the same subject provides opportunities for meaningful discussions, idea exchange, and collaborative projects. This sense of community and shared enthusiasm enhances teachers' overall job satisfaction (Hargreaves & Fullan, 2012).

In summary, teachers' happiness and excitement in teaching, as well as their eagerness to attend subject-related seminars or training, stem from their passion for the subject matter, the fulfillment they derive from teaching, the enhancement of their teaching skills, the continuous professional development opportunities, and the

collaborative and supportive environment fostered by subject-specific communities. These factors not only contribute to their personal job satisfaction but also enhance the overall quality of education they provide to their students.

On the other hand, items like motivated to try out new ideas in our classroom as part of teaching the subject (3.43) and find it easy to deliver the content of the subject we are handling (3.35) rated the least. Teachers' motivation to try out new ideas in the classroom and their ease in delivering subject content can be explained by several factors.

Trying out new teaching methods and innovative ideas often leads to increased student engagement. Active and participatory learning strategies capture students' attention, making the learning process more enjoyable and meaningful. Teachers are motivated by the positive impact these methods have on students' learning outcomes (Darling-Hammond, 2017).

Teachers who are intrinsically motivated find joy in the teaching process itself. They are naturally curious and eager to experiment with new teaching techniques. The satisfaction derived from seeing students succeed and grasp difficult concepts motivates them to continuously innovate in the classroom (Ryan & Deci, 2000). Teachers' belief in their ability to positively influence student learning, known as self-efficacy, plays a crucial role. When teachers have a high sense of efficacy, they are more likely to try out new methods and strategies, as they believe in their capacity to manage challenges effectively and facilitate student understanding (Tschannen-Moran & Woolfolk Hoy, 2001).

Schools and educational institutions that foster a supportive and innovative learning environment encourage teachers to experiment with new ideas. Collaborative school cultures, professional development opportunities, and mentorship programs provide teachers with the necessary support and resources to implement creative teaching methods (Hargreaves & Fullan, 2012). Teachers who are open to reflection and continuous improvement are more willing to try out new ideas. They view challenges as opportunities for growth and adapt their teaching strategies based on student needs and feedback. This flexibility and willingness to evolve contribute to their ease in delivering subject content (Guskey, 2002).

In summary, teachers' motivation to experiment with new ideas in the classroom and their ease in delivering subject content are influenced by intrinsic motivation, a strong sense of efficacy, a supportive learning environment, and their adaptability and reflective practices. These factors collectively contribute to a dynamic and engaging classroom environment that enhances student learning and teacher satisfaction.

Table 3

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Feel appreciated when it comes to our work and efforts.	3.44	Agree	1.5
2. Feel supported and encouraged by principal.	3.24	Agree	5
3. Need to talk to our principal and we can do so with relative ease.	3.32	Agree	4
4. Feel the fairness and openness of our principal.	3.44	Agree	1.5
5. Feel comfortable raising issues and concerns to our principal which are important to the school.	3.36	Agree	3
Composite Mean	**3.36**	**Agree**	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 presents the respondents assessment on the Attitude of teachers toward work as to the Extent of Manifested Work Attitude along Superior/School Head. The composite mean of 3.36 indicates that the respondents agreed in general. Among the items cited, feel appreciated when it comes to our work and efforts, and feel the

fairness and openness of our principal ranked first with mean score of 3.44. It is essential for teachers to feel appreciated for their work and efforts, as well as perceive fairness and openness from their principals. Feeling appreciated and recognized for their hard work contributes to teachers' job satisfaction. Job satisfaction is closely linked to overall well-being and mental health, leading to reduced stress and burnout (Ingersoll & Strong, 2011). Teachers who feel valued are more likely to experience job satisfaction and, consequently, higher levels of well-being.

Appreciation and recognition enhance teachers' motivation and commitment to their profession. When teachers feel valued, they are more motivated to invest their time and effort in providing quality education. Recognition acts as a positive reinforcement, encouraging teachers to maintain their dedication and passion for teaching (Hargreaves, 1998).

Feeling appreciated and respected is a crucial factor in teacher retention. Schools where teachers are recognized and acknowledged are more likely to retain experienced educators, leading to a stable and experienced teaching workforce. High teacher turnover negatively impacts the school community and student learning outcomes (Ingersoll & Strong, 2011).

Appreciation and fairness contribute to the development of a positive school culture. A supportive and appreciative environment fosters collaboration, trust, and a sense of belonging among teachers. In such a culture, teachers are more likely to share innovative practices, engage in professional development, and work collaboratively towards common goals (Louis & Kruse, 1995).

Principals play a pivotal role in shaping the school climate. When principals demonstrate fairness and openness, they build trust and positive relationships with teachers. Transparent communication and fair decision-making create a supportive and conducive work environment, encouraging teachers to contribute their best efforts (Leithwood & Jantzi, 2006).

In summary, teachers feeling appreciated, and perceiving fairness and openness from their principals, are essential for their job satisfaction, motivation, commitment, school culture, and overall well-being. These factors are integral to creating a positive and supportive educational environment that ultimately benefits both teachers and students.

On the other hand, feel supported and encouraged by principal and need to talk to our principal and we can do so with relative ease obtained the lowest weighted mean of 3.24 and 3.32 respectively. Some teachers may struggle to feel supported and encouraged by their principals due to various factors within the school environment. On the other hand, some teachers might experience a more positive and supportive relationship with their principals. This discrepancy can be explained by several elements rooted in the school's leadership practices and the interpersonal dynamics between teachers and principals.

Principals who exhibit transformational leadership qualities, such as supportive communication, empathy, and inspirational motivation, tend to create a more supportive atmosphere (Avolio & Bass, 1995; Bation & Nambatac, 2024; Bation, et al., 2024; Cabiling-Ramos, et al., 2024; Carvajal & Sanchez, 2023; Sanchez, et al., 2024b; Sanchez, Sanchez & Sanchez, 2023). When principals communicate clearly, provide constructive feedback, and actively listen to teachers' concerns, it fosters a sense of support and encouragement (Leithwood, Jantzi, & Steinbach, 1999).

Trust between teachers and principals is vital for a supportive environment. Principals who build trust through consistent actions, fairness, and transparency create an atmosphere where teachers feel supported and valued (Bryk & Schneider, 2002). Positive interpersonal relationships based on mutual respect and understanding also play a significant role in fostering support and encouragement (Tschannen-Moran & Gareis, 2015).

Principals who prioritize teachers' professional growth and provide relevant development opportunities demonstrate support (Harris & Lambert, 2003). When teachers have access to training, workshops, and resources that enhance their skills, they are likely to feel encouraged and supported in their professional journey. Principals who recognize and appreciate teachers' efforts, whether through public acknowledgment, awards, or simple expressions of gratitude, create a positive atmosphere (Gordon, 2012). Feeling recognized and valued for their contributions can significantly enhance teachers' sense of support and encouragement. Principals who involve teachers in decision-making processes empower them and make them feel valued (Smylie, 1995). When teachers have a say in matters related to their classrooms and professional roles, they perceive a higher level of support and encouragement.

In summary, the support and encouragement that teachers receive from their principals are influenced by leadership styles, trust-building efforts, professional development opportunities, recognition practices, and involving teachers in decision-making processes. Principals who focus on these aspects can create a more supportive and encouraging environment for their teaching staff.

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Table 4

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Can easily build friendship 2 with our fellow teachers.	3.40	Agree	3
2. Easily get along with our fellow teachers.	3.41	Agree	2
3. feel comfortable whenever we ask for help or assistance from them.	3.39	Agree	4
4. Feel professionally supported by our fellow teachers in the school where I work.	3.43	Agree	1
5. Regularly collaborate with our fellow teachers on methods and curriculum in the school where we work.	3.30	Agree	5
Composite Mean	**3.39**	**Agree**	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 4 presents the respondents assessment on the Attitude of teachers toward work as to the Extent of Manifested Work Attitude along Co-Worker. The composite mean of 3.39 indicates that the respondents agreed in general. Among the items cited, Feel professionally supported by our fellow teachers in the school where I work ranked first with mean score of 3.44, followed by Easily get along with our fellow teachers with 3.41 mean score. Teachers often feel professionally supported by their colleagues within the school due to the strong sense of camaraderie and collaborative spirit that exists among educators. This support system plays a crucial role in enhancing job satisfaction, fostering professional growth, and creating a positive work environment. Several factors contribute to teachers feeling professionally supported by their fellow teachers. When teachers engage in collaborative activities such as lesson planning, sharing resources, and discussing teaching strategies, it creates a collaborative learning environment (Hargreaves & Dawe, 1990). Collaborative learning encourages the exchange of ideas, promotes best practices, and provides emotional support, making teachers feel professionally supported.

Experienced teachers often mentor newer colleagues, providing them with guidance and support (Ingersoll & Strong, 2011). Peer support systems, such as mentorship programs, allow teachers to share experiences, seek advice, and navigate challenges together, fostering a sense of professional support and camaraderie.

Teachers who feel professionally supported often have strong social and emotional connections with their colleagues (Johnson, 2012). These relationships provide a safe space for expressing concerns, sharing successes, and seeking advice, creating a supportive network within the school community.

Schools with a positive and collaborative culture, where teachers respect and appreciate each other's contributions, facilitate a sense of professional support (Louis, Kruse, & Marks, 1996). A positive school culture encourages teamwork, mutual respect, and a shared commitment to student success, fostering a supportive environment among teachers. When teachers collectively work towards shared educational goals and a common vision for student success, it strengthens their professional bond (Louis, 2016). Teachers who share a common purpose are more likely to collaborate, support each other, and create a positive working relationship (Amihan & Sanchez, 2023; Amihan, Sanchez & Carvajal, 2023; Carvajal & Sanchez, 2024; Salendab, et al., 2024b; Sanchez, 2022; Sanchez, et al., 2024c).

In summary, teachers feel professionally supported by their fellow teachers when there is a collaborative learning environment, mentoring and peer support systems, social and emotional connections, a positive school

culture, and a shared vision and goals. These factors contribute to a harmonious work atmosphere and positive professional relationships among educators within the school.

On the other hand, regularly collaborate with our fellow teachers on methods and curriculum in the school where we work and feel comfortable whenever we ask for help or assistance from them ranked least. Teachers may sometimes hesitate to collaborate with their colleagues on methods and curriculum, and feel uncomfortable asking for help or assistance, due to various reasons rooted in the school culture, individual preferences, and organizational constraints.

Teachers often have busy schedules with numerous responsibilities, leaving limited time for collaboration (Little, 1990). The pressure to cover the curriculum and manage classroom activities might deter teachers from engaging in collaborative discussions. Schools with a hierarchical culture where decisions are made top-down might discourage open collaboration (Bryk & Schneider, 2002). Teachers might feel that their input is undervalued, leading to a lack of motivation to actively engage in collaborative efforts.

Teachers might fear being judged by their peers, hindering them from sharing their ideas or seeking help (Goddard, Hoy, & Hoy, 2000). The fear of being perceived as less competent could lead to reluctance in collaborative interactions. When there is a lack of trust and support among colleagues, teachers may hesitate to collaborate openly (Bryk & Schneider, 2002). Trust is foundational for collaborative relationships, and without it, teachers may avoid sharing their methods or seeking assistance.

In some school settings, a competitive culture might prevail, where teachers compete for recognition or rewards (Lortie, 1975). This competitive environment can discourage collaboration, as teachers might view sharing methods as giving away their competitive advantage. Teachers' sense of isolation within their classrooms can prevent them from reaching out for help or collaboration (Ingersoll, 2001). This feeling of professional isolation can result in teachers becoming self-reliant and less likely to seek assistance from colleagues.

Addressing these barriers requires fostering a school culture that values collaboration, providing time and resources for professional development, promoting trust and mutual respect among colleagues, and recognizing and appreciating teachers' collaborative efforts. Creating a supportive and inclusive environment can encourage teachers to collaborate more openly and seek help when needed, ultimately enhancing their professional growth and effectiveness.

Table 5

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Always available to give learners the assistance they need.	3.43	Agree	1
2. Consistently enforce rules for learners' behavior even for learners who are not in their classrooms.	3.06	Agree	5
3. Provide learners with relevant activities that support their learning needs.	3.11	Agree	3.5
4. Feel the respect of my learners towards us.	3.20	Agree	2
5. Can easily manage the misbehavior of our learners in the school where we work (such as noise, horseplay, or fighting in the halls, canteen or learners' lounge) which interferes with our teaching.	3.11	Agree	3.5
Composite Mean	**3.18**	**Agree**	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 5 presents the respondents assessment on the Attitude of teachers toward work as to the Extent of Manifested Work Attitude along Learners. The composite mean of 3.39 indicates that the respondents agreed in general. Among the items cited, Feel professionally supported by our fellow teachers in the school where I work ranked first with mean score of 3.44, followed by Easily get along with our fellow teachers with 3.41 mean score.

Teachers may sometimes hesitate to collaborate with their colleagues on methods and curriculum, and feel uncomfortable asking for help or assistance, due to various reasons rooted in the school culture, individual preferences, and organizational constraints. Teachers often have busy schedules with numerous responsibilities, leaving limited time for collaboration (Little, 1990). The pressure to cover the curriculum and manage classroom activities might deter teachers from engaging in collaborative discussions.

Schools with a hierarchical culture where decisions are made top-down might discourage open collaboration (Bryk & Schneider, 2002). Teachers might feel that their input is undervalued, leading to a lack of motivation to actively engage in collaborative efforts.

Teachers might fear being judged by their peers, hindering them from sharing their ideas or seeking help (Goddard, Hoy, & Hoy, 2000). The fear of being perceived as less competent could lead to reluctance in collaborative interactions.

When there is a lack of trust and support among colleagues, teachers may hesitate to collaborate openly (Bryk & Schneider, 2002). Trust is foundational for collaborative relationships, and without it, teachers may avoid sharing their methods or seeking assistance (Carvajal, et al., 2024b; Carvajal, Sanchez & Amihan, 2023; Sanchez, et al., 2024d; Sanchez, et al., 2022).

In some school settings, a competitive culture might prevail, where teachers compete for recognition or rewards (Lortie, 1975). This competitive environment can discourage collaboration, as teachers might view sharing methods as giving away their competitive advantage.

Teachers' sense of isolation within their classrooms can prevent them from reaching out for help or collaboration (Ingersoll, 2001). This feeling of professional isolation can result in teachers becoming self-reliant and less likely to seek assistance from colleagues.

Addressing these barriers requires fostering a school culture that values collaboration, providing time and resources for professional development, promoting trust and mutual respect among colleagues, and recognizing and appreciating teachers' collaborative efforts. Creating a supportive and inclusive environment can encourage teachers to collaborate more openly and seek help when needed, ultimately enhancing their professional growth and effectiveness.

On the other hand, Consistently enforce rules for learners' behavior even for learners who are not in their classrooms obtained the lowest weighted mean of 3.06. Teachers may sometimes hesitate to enforce rules for learners' behavior, even for those not in their classrooms, due to various factors influenced by the school environment, individual teaching styles, and administrative policies.

Teachers might feel they have limited authority over learners who are not in their classrooms (Weissberg & Caplan, 1994). Enforcing rules for students outside their direct supervision can be challenging, especially if there's a lack of clear school-wide policies on behavior enforcement.

Enforcing rules for students not in their classes can lead to conflicts with colleagues, students, or parents (Sugai & Horner, 2002). Teachers might avoid confrontation to maintain a harmonious school environment, even if it means overlooking minor behavioral issues.

School policies might lack clear guidelines on how teachers should handle discipline outside their classrooms. Teachers may be uncertain about their role and responsibilities when it comes to enforcing rules for students they do not directly teach. Teachers often prioritize managing their own classrooms, focusing their efforts on the students they directly supervise (Evertson & Weinstein, 2013). Handling behavioral issues outside their classrooms might be perceived as beyond their primary responsibilities.

Inconsistencies in disciplinary procedures across teachers and classrooms can lead to confusion (Krezmien, Leone, & Achilles, 2006). Teachers might avoid enforcing rules for students outside their classes due to the absence of a consistent and school-wide approach.

Addressing this issue necessitates clear school-wide policies on behavior enforcement, consistent training for teachers on handling disciplinary issues, and fostering a collaborative approach among staff members. Establishing a supportive school culture where teachers feel confident in their roles and responsibilities regarding behavior management can encourage them to enforce rules effectively, even for students outside their classrooms.

Table 6

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.I would feel guilty if I left my teaching profession	3.13	Agree	3
2.I am in my teaching profession because of my sense of loyalty to it.	3.26	Agree	2
3.I feel a strong sense of belonging to my teaching.	2.87	Agree	7
4. I dislike those who hamper the image of my teaching.	3.10	Agree	6
5. I feel a sense of duty to stay with my school because of the promises I made when I was hired.	3.12	Agree	5
6. I feel like I would be letting my colleagues down if I left my school.	3.28	Agree	1
7. I feel a sense of loyalty to my school and its mission.	3.12	Agree	4
Composite Mean	**3.13**	**Agree**	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 6 presents the Teachers' Normative Commitment on the Job. The composite mean of 3.13 indicates that the respondents agreed in general. Among the indicators cited, feel like I would be letting my colleagues down if I left my school ranked first with mean score of 3.28. Followed by am in my teaching profession because of my sense of loyalty to it with 3.26 mean score.

Teachers often feel a strong sense of loyalty and commitment to their colleagues and the teaching profession as a whole, which can be attributed to various factors. One significant reason for this sentiment is the deep interpersonal connections formed among educators within the school environment. Teachers often work closely together, collaborating on lesson plans, sharing resources, and supporting each other in the face of challenges (Ingersoll & Strong, 2011).

The feeling of letting down colleagues if they were to leave the school is rooted in the mutual reliance and teamwork prevalent in educational settings. Teachers understand the importance of their role within the school community and the impact their departure might have on their colleagues, especially if it leads to increased workload or disruption in the existing dynamics (Ingersoll & Strong, 2011).

Additionally, teachers' loyalty to the teaching profession itself stems from their passion for education and their dedication to shaping the future through imparting knowledge and skills to students. Many educators enter the profession driven by a genuine desire to make a difference in the lives of young learners, and this intrinsic motivation fosters a strong sense of commitment and loyalty (Day & Gu, 2014).

On the other hand, feel a strong sense of belonging to my teaching, and dislike those who hamper the image of my teaching obtained the lowest weighted mean.

Teachers often develop a strong sense of belonging to their profession, viewing teaching not just as a job but as a vocation and a significant part of their identity. This attachment to their profession can be explained by the intrinsic motivation and passion many educators have for teaching. They find fulfillment and purpose in guiding students' learning journeys, shaping young minds, and contributing to society through education (Hargreaves, 2001).

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This strong sense of belonging also leads teachers to take pride in their profession and the positive impact it can have on students' lives. Teachers deeply care about the reputation and image of their profession. When individuals within or outside the teaching community engage in behaviors that tarnish the image of teaching, it can evoke strong negative emotions among teachers.

Educators may express dislike or frustration towards those who compromise the integrity of their profession because they understand the importance of maintaining a positive public perception of teaching. Teachers' commitment to upholding the reputation of their profession is not only a matter of personal pride but also a collective responsibility to ensure the credibility and respectability of education as a whole (Ingersoll & Strong, 2011).

Table 7

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Affective commitments of teachers" on the job	3.21	Agree	1
2. Teachers' Continuance Commitment on the Job	3.12	Agree	3
3. Teachers' Normative Commitment on the Job	3.13	Agree	2
Composite Mean	**3.15**	**Agree**	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 7 presents the Summary Table on the Level of Commitment. The composite mean of 3.15 indicates that the respondents agreed in general. Among the indicators cited, Affective commitments of teachers" on the job obtained the highest weighted mean of 3.21. Affective commitment among teachers is of paramount importance for several reasons. Affective commitment refers to the emotional attachment and identification that employees, in this case, teachers, have with their job and the organization.

Teachers with high affective commitment are more likely to experience job satisfaction (Klassen & Chiu, 2010). They find fulfillment in their roles, which can lead to greater overall well-being. Affective commitment is strongly associated with teachers' intentions to stay in the profession (Schaufeli et al., 2002). Teachers who feel emotionally connected to their job are less likely to leave, contributing to teacher retention.

Teachers' commitment to their profession often translates into greater enthusiasm and dedication in the classroom. This, in turn, positively impacts the quality of education and student outcomes (Brouwers & Tomic, 2000).

Affective commitment is linked to higher levels of organizational citizenship behaviors (Meyer et al., 2002). Teachers who are emotionally committed are more likely to go above and beyond their job requirements, helping colleagues and contributing to the school community.

Affective commitment contributes to a positive school climate. Teachers who are committed to their job are more likely to engage in constructive interactions with colleagues, administrators, and students, fostering a supportive and collaborative school environment (Hakanen et al., 2006).

Teachers with higher affective commitment tend to experience lower levels of stress and burnout (Klassen et al., 2012). Their emotional attachment to the job acts as a buffer against the negative effects of job-related stress.

In summary, affective commitment is crucial for teacher well-being, retention, the quality of education, and the overall positive atmosphere within a school. It plays a significant role in teachers' job satisfaction, which ultimately benefits both educators and students.

On the other hand, Teachers' Continuance Commitment on the Job obtained the lowest weighted mean. Continuance commitment refers to an employee's perception of the costs associated with leaving a job, such as loss of seniority or pension benefits (Meyer & Allen, 1991). Teachers might have low continuance commitment for several reasons, which can be influenced by various factors.

If teachers are dissatisfied with their current job roles, workload, or the overall school environment, they might not perceive significant costs associated with leaving. Dissatisfaction can lead to lower continuance commitment (Meyer et al., 2002).

Teachers in some educational systems might perceive limited opportunities for career advancement or salary increase within the teaching profession. Without significant benefits tied to seniority, continuance commitment could be low (Brouwers & Tomic, 2000).

If teachers believe they have viable job opportunities outside of the teaching profession, they may not perceive leaving the current job as a significant loss. Availability of alternative employment options can diminish continuance commitment (Klassen & Chiu, 2010).

High levels of stress and burnout can erode teachers' commitment to their jobs. Burnout often results from prolonged job dissatisfaction and can lead to a reduced sense of obligation to continue in the current position (Hakanen et al., 2006).

If teachers feel that their skills and expertise are not being fully utilized in their current roles, they might not perceive a significant loss if they were to leave. A mismatch between skills and job requirements can lead to reduced continuance commitment (Schaufeli et al., 2002).

Perceptions of job insecurity, whether due to budget cuts or other factors, can diminish the sense of cost associated with leaving a job. Teachers in such situations might be more open to exploring alternative employment options, reducing continuance commitment (Meyer et al., 2002). It's important to note that these factors can vary based on individual and contextual differences, and continuance commitment can be influenced by a combination of these elements.

Table 8

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.I often **meet or exceed your performance goals.**	3.23	Agree	1
2.I **often do you take pride in your work.**	3.17	Agree	2
3.I often **do you stay positive and motivated even when faced with challenges**	3.04	Agree	5
4. I have a positive work environments could help reduce burnout.	3.10	Agree	4
5. I improve task performance amongst employees	3.13	Agree	3
Composite Mean	**3.14**	**Agree**	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 - 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 8 presents the Job Performance of Employees in terms of Task Performance. The composite mean of 3.14 indicates that the respondents agreed in general. Among the indicators cited, often meet or exceed your performance goals obtained the highest weighted mean of 3.23. Followed by often do you take pride in your work with 3.17. Teachers often meet or exceed performance goals and take pride in their work due to various intrinsic and extrinsic factors that motivate them to excel in their profession. These factors are essential for fostering a sense of achievement, job satisfaction, and professional fulfillment among educators. While specific studies related to this exact topic may be limited, existing research in education and psychology provides insights into these motivating factors.

Teachers are often intrinsically motivated by their passion for education and the desire to make a positive impact on students' lives. The inherent satisfaction derived from teaching and witnessing students' progress and achievements can significantly contribute to their sense of pride and accomplishment (Ryan & Deci, 2000).

Recognition and appreciation from school administrators, colleagues, and parents play a crucial role in teachers' motivation. When teachers receive positive feedback and acknowledgment for their hard work and dedication, they are more likely to feel valued and motivated to maintain or exceed their performance standards (Hargreaves, 2000).

A supportive work environment, characterized by collaborative colleagues, effective leadership, and adequate resources, fosters a sense of belonging and pride among teachers. When teachers feel supported and encouraged, they are more likely to invest their efforts and take pride in their work (Leithwood & Jantzi, 2006).

Teaching offers the opportunity for personal fulfillment through nurturing students' growth and development. Teachers often derive a sense of pride from the knowledge that their work contributes to shaping future generations, making a positive impact on society, and creating a lasting legacy (Darling-Hammond, 2017).

Many teachers view their profession as a calling and demonstrate a strong commitment to the ethical principles of teaching. This sense of professionalism and dedication to upholding educational standards motivates teachers to meet and exceed performance goals, ensuring the best possible learning outcomes for their students (Ingersoll, 2002).

In summary, teachers' ability to meet or exceed performance goals and take pride in their work is influenced by intrinsic motivation, recognition and appreciation, a supportive work environment, personal fulfillment, a sense of professionalism, and the impact they make on students' lives. These factors collectively contribute to teachers' job satisfaction, dedication, and commitment to achieving high standards of performance in their profession.

On the other hand, often do you stay positive and motivated even when faced with challenges and have a positive work environments could help reduce burnout ranked least. Teachers often maintain a positive and motivated attitude despite challenges due to a combination of intrinsic motivation, supportive work environments, and coping strategies. Positive work environments, where teachers are encouraged, valued, and provided with necessary resources, play a significant role in their motivation and job satisfaction. While there might not be specific studies addressing this exact scenario, research on teacher motivation, resilience, and positive work environments can provide valuable insights into this topic.

Intrinsic motivation, driven by a genuine passion for teaching and a desire to make a difference in students' lives, enables teachers to stay positive and motivated even in challenging situations (Deci, Vallerand, Pelletier, & Ryan, 1991). Teachers who find fulfillment in their work are more resilient and better equipped to handle difficulties.

A positive work environment characterized by supportive colleagues, effective leadership, and opportunities for professional growth enhances teachers' motivation and job satisfaction (Hoy & Tarter, 2004). Supportive colleagues and administrators provide emotional backing and collaborative problem-solving, which can help teachers navigate challenges more effectively.

Teachers often develop coping strategies and resilience in response to challenges. These strategies may include seeking social support, practicing self-care, and maintaining a positive outlook despite adversities (Day & Qing, 2009). Resilient teachers are better able to bounce back from setbacks and maintain motivation.

Teachers who have a certain degree of autonomy in decision-making and feel empowered in their roles are more likely to stay positive and motivated (Skaalvik & Skaalvik, 2014). Empowered teachers feel a sense of ownership in their classrooms and are motivated to overcome challenges to create a positive learning environment.

In summary, teachers' ability to stay positive and motivated in the face of challenges is influenced by their intrinsic motivation, the support they receive from colleagues and administrators, their coping strategies, and the level of autonomy and empowerment they experience in their work environment. These factors collectively contribute to a positive work environment that fosters teacher motivation and resilience.

Table 9

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I took on extra responsibilities	3.01	Agree	11
2. started a new task myself when my old ones were finished.	3.09	Agree	8
3.I took on a challenging work task, when available.	3.03	Agree	10
4. I worked at keeping my job knowledge up-to-date.	3.19	Agree	7
5. I worked at keeping my job skills up-to-date.	3.21	Agree	5
6. I came up with creative solutions to new problems	3.29	Agree	1
7. I kept looking for new challenges in my job	3.22	Agree	4
8.did more than was expected of me.	3.23	Agree	3
9. I actively participated in work meetings.	3.21	Agree	6
10. I actively look for ways to improve my performance at work	3.27	Agree	2
11. I grasped opportunities when they presented themselves.	2.98	Agree	12
12. I knew how to solve difficult situations and setbacks quickly.	3.07	Agree	9
Composite Mean	**3.15**	**Agree**	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 9 presents the Job Performance of Employees in terms of Contextual Performance. The composite mean of 3.15 indicates that the respondents agreed in general. Among the indicators cited, came up with creative solutions to new problems obtained the highest weighted mean of 3.29. Followed by actively look for ways to improve my performance at work with 3.27.

Teachers often demonstrate creativity in problem-solving and a continuous drive to improve their performance due to their intrinsic motivation, professional commitment, and the desire to provide the best learning experience for their students. While there might not be a specific study addressing this exact scenario, existing research on teacher motivation and creativity sheds light on these behaviors.

Intrinsic motivation, rooted in a genuine passion for teaching and a personal commitment to students' success, drives teachers to seek creative solutions to challenges (Ryan & Deci, 2000). Intrinsic motivation fosters a sense of autonomy and a desire to excel, leading teachers to proactively explore innovative methods to enhance their teaching practices.

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Teachers often view their profession as a calling and feel a strong sense of responsibility towards their students (Hargreaves & Fullan, 2012). This deep commitment to their profession motivates them to continually seek ways to improve and innovate, ensuring high-quality education for their students.

Teachers with a growth mindset, the belief that abilities and intelligence can be developed through dedication and hard work, are more likely to embrace challenges and actively seek opportunities to enhance their skills (Dweck, 2006). This mindset encourages teachers to view problems as opportunities for growth and actively pursue creative solutions.

Engaging in collaborative learning communities with fellow teachers provides a platform for sharing innovative ideas and best practices (Hargreaves, 1994). Collaborative environments stimulate creativity and inspire teachers to adopt new strategies to enhance their teaching effectiveness.

In summary, teachers' proactivity in finding creative solutions and striving for continuous improvement is influenced by their intrinsic motivation, sense of professionalism, growth mindset, and participation in collaborative learning communities. These factors empower teachers to navigate challenges creatively and ensure the ongoing enhancement of their teaching practices.

On the other hand, grasped opportunities when they presented themselves and took on extra responsibilities obtained the lowest rank. Teachers' decisions regarding seizing opportunities and taking on extra responsibilities can be influenced by various factors, and individual circumstances often play a significant role. While there might not be a specific study addressing this exact scenario, several general factors can contribute to teachers' decisions in this context.

Teachers frequently face heavy workloads, including lesson planning, grading, and extracurricular activities. This workload can lead to burnout and impact their ability to take on additional responsibilities (Ingersoll & Strong, 2011). When teachers are overwhelmed, they may hesitate to take on extra tasks, fearing increased stress and exhaustion.

If teachers feel undervalued or unsupported in their current roles, they might be less motivated to take on additional responsibilities (Day & Gu, 2014). Recognition and support from school leadership and colleagues are essential motivators for teachers to extend themselves beyond their regular duties.

In environments where job security is a concern, teachers might be reluctant to take on extra responsibilities, fearing negative consequences or job instability (Van den Heuvel et al., 2017). Job security is crucial for fostering a sense of stability and encouraging teachers to actively engage in professional development opportunities.

Teachers may hesitate to take on extra responsibilities if they feel inadequately trained or unprepared for the tasks at hand. Proper training and professional development opportunities are essential to equip teachers with the skills and confidence needed to embrace new roles (Ingersoll & Strong, 2011).

In summary, teachers' decisions to seize opportunities and take on extra responsibilities are complex and can be influenced by factors such as workload, recognition, job security, and training. Providing adequate support, recognition, and training, along with addressing workload concerns, can encourage teachers to embrace new opportunities and responsibilities in their professional roles.

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Table 10

The extent of Manifested Work Attitude along Subjects Taught	r-value	p-value	Interpretation
Affective commitments of teachers" on the job	.731**	0.000	Highly Significant
Teachers' Continuance Commitment on the Job	.682**	0.000	Highly Significant
Teachers' Normative Commitment on the Job	.722**	0.000	Highly Significant
Extent of Manifested Work Attitude along Superior/School Head			
Affective commitments of teachers" on the job	.808**	0.000	Highly Significant
Teachers' Continuance Commitment on the Job	.762**	0.000	Highly Significant
Teachers' Normative Commitment on the Job	.766**	0.000	Highly Significant
Extent of Manifested Work Attitude along Co-Worker			
Affective commitments of teachers" on the job	.773**	0.000	Highly Significant
Teachers' Continuance Commitment on the Job	.722**	0.000	Highly Significant
Teachers' Normative Commitment on the Job	.730**	0.000	Highly Significant
Extent of Manifested Work Attitude along Learners			
Affective commitments of teachers" on the job	.797**	0.000	Highly Significant
Teachers' Continuance Commitment on the Job	.840**	0.000	Highly Significant
Teachers' Normative Commitment on the Job	.868**	0.000	Highly Significant

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Extent of Manifested Work Attitude along School Environment			
Affective commitments of teachers" on the job	.715**	0.000	Highly Significant
Teachers' Continuance Commitment on the Job	.724**	0.000	Highly Significant
Teachers' Normative Commitment on the Job	.743**	0.000	Highly Significant
Extent of Manifested Work Attitude along Incentives/Rewards			
Affective commitments of teachers" on the job	.917**	0.000	Highly Significant
Teachers' Continuance Commitment on the Job	.952**	0.000	Highly Significant
Teachers' Normative Commitment on the Job	.918**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 10 shows the association between the attitude of teachers toward work and commitment. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better are the attitudes, the more committed the respondents are.

Teachers with positive attitudes tend to be more committed to their work due to several interconnected factors that enhance their job satisfaction, well-being, and dedication to their profession. Research in the field of organizational psychology and education management sheds light on these connections.

Firstly, teachers with positive attitudes often experience higher job satisfaction. Job satisfaction, in turn, has been consistently linked to increased work commitment (Meyer & Allen, 1991). When teachers find their work fulfilling, enjoyable, and meaningful, they are more likely to remain committed to their roles within the organization.

Furthermore, positive attitudes contribute to a supportive and conducive work environment. Teachers who exhibit positive behaviors and attitudes foster a positive school climate. This positive climate, characterized by collegial support, trust, and cooperation, enhances overall job satisfaction and commitment among teachers (Wang, Hall, & Rahimi, 2015).

Teachers with positive attitudes also tend to have effective coping strategies. In the face of challenges and stressors, they exhibit resilience and optimism (Day & Qing, 2009). This resilience enables them to overcome obstacles and adversities, preventing burnout and bolstering their commitment to their profession.

Additionally, positive attitudes are often associated with a proactive approach to problem-solving and professional development. Teachers who maintain positive outlooks are more likely to engage in continuous learning, seek out opportunities for growth, and actively participate in school initiatives (Hoy & Tschannen-Moran, 1999). This proactive engagement strengthens their commitment to ongoing improvement and development within the educational context.

Moreover, positive attitudes are contagious within a school setting. When teachers exhibit positive attitudes, they contribute to a culture of positivity, motivation, and enthusiasm (Baker, 2010). This positive culture reinforces the commitment of all staff members, creating a reinforcing loop of positivity and dedication.

In summary, teachers with positive attitudes are more committed to their work due to increased job satisfaction, a supportive work environment, effective coping strategies, proactive professional development, and the creation of a positive school culture. These factors, intertwined with their positive attitudes, create a robust foundation for their commitment to the teaching profession.

Table 11

The extent of Manifested Work Attitude along Subjects Taught	r-value	p-value	Interpretation
Task Performance	.737**	0.000	Highly Significant
Contextual Performance	.733**	0.000	Highly Significant
Counterproductive Behavior	.672**	0.000	Highly Significant
Extent of Manifested Work Attitude along Superior/School Head			
Task Performance	.751**	0.000	Significant
Contextual Performance	.759**	0.000	Significant
Counterproductive Behavior	.750**	0.000	Signific Highly Significant ant
Extent of Manifested Work Attitude along Co-Worker			
Task Performance	.757**	0.000	Highly Significant
Contextual Performance	.770**	0.000	Highly Significant
Counterproductive Behavior	.702**	0.000	Highly Significant
Extent of Manifested Work Attitude along Learners			
Task Performance	.849**	0.000	Highly Significant
Contextual Performance	.874**	0.000	Highly Significant
Counterproductive Behavior	.769**	0.000	Highly Significant
Extent of Manifested Work Attitude along School Environment			
Task Performance	.785**	0.000	Highly Significant
Contextual Performance	.812**	0.000	Highly Significant
Counterproductive Behavior	.686**	0.000	Highly Significant
Extent of Manifested Work Attitude along			

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Incentives/Rewards			
Task Performance	.849**	0.000	Highly Significant
Contextual Performance	.869**	0.000	Highly Significant
Counterproductive Behavior	.875**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 11 displays the association between the attitude of teachers toward work and job performance. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better are the attitudes, the better is the job performance.

Teachers with positive attitudes often exhibit better job performance due to a variety of interconnected factors that influence their effectiveness, job satisfaction, and commitment to their profession. Research in the field of education and organizational psychology provides valuable insights into the relationship between positive attitudes and job performance among teachers.

Firstly, positive attitudes contribute to higher levels of job satisfaction. When teachers are satisfied with their jobs, they are more likely to be motivated, engaged, and committed to their roles (Meyer & Allen, 1991). This job satisfaction translates into a better overall job performance as satisfied teachers tend to be more dedicated and enthusiastic about their work.

Secondly, positive attitudes foster a conducive and supportive work environment. Teachers with positive attitudes are more likely to collaborate effectively with colleagues, communicate openly, and engage in constructive teamwork (Hoy & Tschannen-Moran, 1999). A positive and supportive work environment enhances teachers' morale and job performance by providing them with the necessary resources, encouragement, and motivation to excel in their roles.

Furthermore, teachers with positive attitudes often exhibit higher levels of resilience and adaptability. In the face of challenges and setbacks, they tend to approach problems with a positive mindset, seeking solutions and learning from experiences (Day & Qing, 2009). This resilience enables them to handle difficult situations more effectively, leading to improved job performance.

Positive attitudes are also linked to effective communication and interpersonal skills. Teachers with positive attitudes tend to have strong interpersonal relationships with students, parents, and colleagues (Baker, 2010). Effective communication and positive relationships create a supportive learning environment, which positively impacts student outcomes and, consequently, teacher job performance.

Additionally, positive attitudes are associated with a proactive approach to professional development. Teachers with positive attitudes are more likely to engage in continuous learning, attend workshops, and explore innovative teaching methods (Ingersoll & Strong, 2011). This continuous improvement enhances their teaching skills and effectiveness, leading to better job performance.

In summary, teachers with positive attitudes demonstrate better job performance due to their higher levels of job satisfaction, the creation of a supportive work environment, resilience, effective communication skills, and proactive engagement in professional development. These factors, influenced by their positive attitudes, collectively contribute to their enhanced job performance in the classroom.

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Table 12

Affective commitments of teachers" on the job	r-value	p-value	Interpretation
Task Performance	.879**	0.000	Highly Significant
Contextual Performance	.916**	0.000	Highly Significant
Counterproductive Behavior	.930**	0.000	Highly Significant
Teachers' Continuance Commitment on the Job			
Task Performance	.911**	0.000	Highly Significant
Contextual Performance	.923**	0.000	Highly Significant
Counterproductive Behavior	.923**	0.000	Highly Significant
Teaching Methods			
Task Performance	.913**	0.000	Highly Significant
Contextual Performance	.882**	0.000	Highly Significant
Counterproductive Behavior	.865**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 12 shows the association between the commitment and job performance. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and reveals that the more committed, the better is the job performance.

Teachers who demonstrate a strong commitment to their profession exhibit enhanced job performance, a relationship deeply explored in educational and organizational psychology. Firstly, these committed educators experience higher job satisfaction, according to Meyer and Allen (1991), fostering increased motivation, engagement, and overall happiness at work. This contentment translates into improved performance, as their intrinsic motivation, driven by dedication to both the profession and students, leads them to invest additional effort and time into teaching (Day & Qing, 2009).

Effective classroom management is another hallmark of committed teachers. They invest in honing their classroom management skills, creating conducive learning environments by managing student behavior effectively. This skill not only maintains discipline but also allows for a greater focus on teaching and learning, thereby enhancing their effectiveness (Emmer & Stough, 2001).

Positive teacher-student relationships are nurtured by teacher commitment, as highlighted by Roorda, Koomen, Spilt, and Oort (2011). Committed teachers ensure that students feel valued and supported, which fosters active engagement in learning and subsequently boosts academic performance.

Furthermore, continuous professional development is a key area of focus for committed educators. They engage in ongoing learning opportunities, staying abreast of the latest teaching methods and educational research. This continuous learning equips them with effective strategies, enhancing their teaching practices and overall job performance (Ingersoll & Strong, 2011).

Committed teachers also thrive in collaborative school cultures, actively participating in the collective efforts to enhance the learning environment. By engaging with colleagues, sharing best practices, and working together, these educators contribute to a positive atmosphere at work. This collaborative spirit not only enriches the teaching environment but also improves job performance by fostering teamwork and mutual support (Hoy & Tschannen-Moran, 1999).

Lastly, committed teachers extend their role beyond classroom boundaries by advocating for their students' needs. Their additional support, guidance, and mentorship ensure students' holistic development, positively

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impacting student outcomes. This advocacy not only reflects the teacher's commitment but also enhances their job performance, as they are instrumental in shaping the future of their students (Johnson, 2006).

In summary, teacher commitment significantly shapes job performance through increased job satisfaction, motivation, effective classroom management, positive relationships with students, continuous professional development, active engagement in the school community, and advocacy for student well-being. These factors, underpinned by teacher commitment, collectively contribute to the enhanced job performance of educators within the educational setting.

Conclusions

The following results were disclosed after the data gathered were analyzed:

There was an almost equal number of male and female professors, concluding college degree holders and temporarily employed. The professors generally agreed on the internal and external indicators of job satisfaction as well as the indicators of the extent of teachers` affective, continuance, and normative commitments. The professors have a well-established culture of work attitude, commitment and performance in university of China. There was a significant difference when grouped according to civil status, employment status, and length of service. There was a significant relationship between work attitude, commitment and performance in university of China. Chinese colleges and universities should strengthen comprehensive training on commitment culture and work attitude education, which will determine the performance of campus professors in university of China.

Recommendations

1.The university administrators may strengthen the cultivation of policies on salary awareness, including retention health benefits working conditions and opportunities for professional development.

2.The principal in the task of supervision may improve the using words of affirmation, acts of appreciation, and opportunities for decision-making.

3.The university may arrange regular training: schools can actively guide professors to participate in commitment culture and work attitude training programs to improve the impact of performance.

4.The university may sponsor a program to celebrate professor` successes to make them feel recognized and appreciated, offer job security, and provide competitive salaries and benefits.

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