



# THE EFFECTS OF TEACHERS' COMMITMENT ON JOB SATISFACTION AND PERFORMANCE

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## ABSTRACT

The purpose of this study was to determine the effects of teachers' commitment on job satisfaction and performance. Correlational method or Pearson  $r$  was conducted and validated through survey questionnaire to measure the level of commitment and job satisfaction of teachers and IPCRF or Individual Performance Commitment Review Form to validate the performance of 187 teachers of Nabunturan West District Elementary Teachers of Nabunturan, Davao de Oro. The extent of commitment of teachers was measured in terms of self-awareness, commitment and character as well as the job satisfaction of teachers in which determined as job security, work environment and job responsibilities. Results showed there was no associated correlation between the variables reflecting to Pearson  $r$  which has  $-0.023$  P-value of  $0.753$  for commitment to job satisfaction and Pearson  $r$  result which has  $0.009$  P-value  $0.907$  on commitment vs. instructional performance. Teachers who were more committed performed better as they were more self-aware and had stronger morals. Possessing a positive attitude about one's job makes one feel as though all of their demands, including those related to pay, the workplace, and obligations. Additionally, the teachers delivered excellent all-around performance to meet the demands that promotes competitiveness as educators. It is recommended that the Department of Education support the external elements that increase teachers' commitment, such as providing orientation and seminar workshops that inspire them to increase their dedication to teaching and teamwork. Reiterate the advantages and worries of educators as motivation for their profession.

**KEYWORDS:** teacher's commitment, job satisfaction, instructional performance, job responsibility, correlational study

## INTRODUCTION

Teacher commitment can be characterized as a multidimensional structure with four dimensions: commitment to students, commitment to teaching, commitment to school, and commitment to profession (Thien, Razak & Ramayah 2014). This is perhaps one of the reasons why many organizations aim for a reasonable balance between employee loyalty and performance outcomes (Danish & Usman, 2010). Significantly related factors to work engagement must be considered.

Bulut & Culha, (2010) observed that motivation to train, access to training, training benefits, and training support all have a favorable effect on employees' organizational commitment.

At some point during the consistency of level three, you become committed to the new lifestyle, habit or routine. You're seeing some concrete results. Your confidence is increasing because of it. This new-found confidence may even turn into inspiration which will carry you a long way (Partridge, 2016).

The level of corporate commitment of teachers appears to depend on the interaction between teachers in the school, teacher-student communication, the quality of work and the degree of perception of teachers' professions (Mart, 2013). Teachers who show low commitment may have a disruptive behavior in the work environment and may cause the school to deviate from the teaching objective (Mart, 2013).

**Five Levels of Commitment.** As stated by Howard and Partridge (2016) there are five level of commitment that which considers or support this study, among these are the self-awareness, willing to change, intense focus, commitment and character. These levels will eventually develop the commitment of teachers.

**Self-Awareness.** Self-Awareness or what can be interpreted as self-awareness is a way of thinking of a person about himself, his authority, responsibility, and targets in facing and resolving a problem so that the tasks and problems they carry can be resolved. That is why a person's awareness will greatly affect their performance in the organization (Prabowo, 2014).

Self-Awareness or self-awareness can also be interpreted as continuous attention to the inner state of the individual. When an individual has good Self Awareness, the individual can control himself, namely being able to read social situations in understanding other people and understanding others about him (Putri, Tazkiyah & Amelia, 2019).

**Willing to Change.** This is where most people get stuck. Once they get started on the goal, the skill, or the habit, they immediately realize implementation is going to be much harder than they thought.

Meanwhile, Trotsko et al. (2019) reported that the effectiveness of digital applications depends on subjective and objective factors, namely the level of teacher readiness and availability of supporting facilities, respectively. Teachers are a vital element



of this educational transformation, therefore, their positive attitude toward change, willingness, and initiative to develop competence is essential.

**Intense Focus.** Once you've made the decision to change, you'll enter into a period of intense focus to begin building the new habit. But you're only halfway there. For this reason, the degree of effectiveness of an institution requires a healthy working environment, aims focusing on the social needs, effective institutional structure, adequate resources, and consistent policies based on scientific and technological developments and qualified workforce (Ozsoy, 2015).

**Commitment.** Moreover, Abasilim, Gberevbie, and Osibanjo (2019) define organizational commitment as employee behaviour in order for the organization to be able to spend time on organizational matters, to build good relations with colleagues, and to have passion for hard work.

Additionally, Batugal (2019) points out that commitment is demonstrated by referring to the hard work of lecturers at a higher education institution in St. Thomas, The University of Paul, Philippines. On the other hand, Jawaad, Amir, Bashir, and Hasan (2019) suggest that emotional satisfaction in working relationships, as well as employee engagement with the company, represent dedication.

**Character.** Motivation has a dynamic character. It is achieved through meeting the personal motives or needs. Degree of individual performance is a function of the efficiency of motivation. Sometimes individuals are positively motivated if their expectations are realized and the needs are satisfied.

According to Barkhuizen (2017) also tried to provide a concise construction regarding the concept of language teachers' identity. He stated that language teacher identities are social, emotional, ideological, and historical, inside the teachers' mind and technological world outside.

These elements are constantly accepted, rejected, acknowledged and valued by either the teachers themselves or others in the field. They are core and marginal, personal and professional, they are dynamic, multiple, hybrid, and they are foregrounded and backgrounded.

**Job Satisfaction.** Management principles that enhance productive performance are widely preferred (Fernet, Trépanier, Austin, Gagné & Forest 2015).

Organizations should be knowledgeable about various elements that influence employee satisfaction and dissatisfaction. Job satisfaction, according to Parvin & Kabir (2011), indicates how a member of an organization is content with his or her job, whereas Sunaryo and Suyono (2013) define it as "employee attitude toward work".

**Teachers Job Securities.** According to Issue(2008), every year, 157000 men and women depart the teaching profession. Only when competent and effective teachers are engaged and retained in a school can the quality of the education in Malaysia

be improved.

**Impact of Work Environment.** Work environment, as articulated by Opperman (2002), is the sum of the interrelationships that exist among employees and employers, and even the environment in which the employees work, which includes the technical, social, and organizational environment.

**Job Responsibilities.** Krueger (2000), thirty music teachers in Washington's public schools were interviewed during their first ten years of teaching. The primary issue cited by those who indicated a wish to leave music education as a vocation was a lack of administrative support.

Isolation from other music teachers, poor music facilities, and inadequate resources were all secondary issues. Music teachers who had a good mentor or a support system made up of other music teachers were shown to be satisfied in their careers than those who were isolated.

**Teachers Performance.** Student achievement test scores, observed pedagogical practices, or employer or student surveys can all be used to demonstrate a teacher's impact on students' learning. Bestowing to Funmilola, Sola, and Olusola (2013), conducted a study to describe the effect of job satisfaction dimensions on job performance in a small and medium enterprise in Ibadan, Southwestern, Nigeria.

Using a total number of 105 enterprise as samples, the study found that pay effects significantly on job satisfaction and performance especially when employees feel that pay schemes are seen as just, clear, and link with their hopes. The study also found that the quality of supervisor-subordinate relationships effects significant positively on the employees' satisfaction and performance.

**Instructional Performance.** Instructional tasks are statutory curricula functions that are performed by the teachers to enable learners achieve the set educational goals in schools. This ultimately depends on the capacity of teachers to make effective use of instructional resources to ensure quality teaching learning process (Ayeni, 2011).

**Learners Academic Performance.** According to Craig (2009), it maintains that education will be more beneficial to students in the 21st century in following areas: 1) acquisition of knowledge and skills, and application of what have been learnt to deal with real world challenges rather than simply reproducing the information on tests for academic excellence; and 2) ability to think critically about information and solve novel problems, communicate, collaborate and adapt to change.

**IPCRF of teachers.** Agreeing to Canoma (2017), the objectives indicated are actually the duties and responsibilities that each teacher must do in service. This is a tool to check and balance if one is doing his duties diligently with quality, efficiency and on time. Many studies have shown that the performance of teachers is the major input in the attainment of quality education.



Teachers play a very vital role in achieving the objectives of Philippines' vision 2020. hence, what contributes and affects their performance need to be investigated (Haramain, 2021).

**OBJECTIVES**

This research aims to discover the challenges and opportunities faced by teachers commitment and performance in the field of teaching.

**METHODS**

A descriptive-correlational research design using the survey questionnaire to determine the relationship between the level of the commitment of the teachers and the job satisfaction and their instructional performance.

The study was conducted in the municipality of Nabunturan, well known as *The Heart of the Valley*. The municipality of Nabunturan is located in the northeastern section of Davao province, between 1250 and 27 degrees east longitude and 70 and 41 degrees north latitude. By concrete/asphalted National Highway, Nabunturan is 88 kilometers from Davao City and 33 kilometers from the newly created Tagum City.

In terms of public schools, Nabunturan is divided into two districts, Nabunturan East and Nabunturan West District. Nabunturan West, the locale of this research has ten elementary schools namely Nabunturan Central Elementary School SPED Center , San Roque Elementary School, C.M. Recto Elementary School, Linda Integrated School, Magsaysay Elementary School , Mipangi Elementary School, New Sibonga Elementary School, Bayabas Elementary School , Tagaytay Elementary School, and San Isidro Integrated School.

The first seven schools mentioned are situated along the national highway while the remaining three are located in the mountainous terrain of the locality of Nabunturan.

The respondents of this study were 187 teachers who assessed their own level of commitment and their job satisfaction and their instructional performance however; their instructional performance was also evaluated by their own school leaders.

In evaluating the teachers' instructional performance, the school head used the Individual Performance Commitment and Review Form (IPCRF). Table 1 below shows the respondent schools and the number of teachers together with their school heads.

**Table 1**  
**Respondents of the Study**

Name of School	School Heads/Head Teacher/Teacher-In-Charge	Position	Number of Teacher Respondents
Nabunturan Central Elementary School SPED Center	1	School Principal II	87
Bayabas Elementary School	1	Teacher-In-Charge	9
CM Recto Elementary School	1	Head Teacher	9
Linda Elementary School	1	School Principal I	11
Magsaysay Elementary School	1	School Principal I	18
Mipangi Elementary School	1	Teacher-In-Charge	17
New Sibonga Elementary School	1	School Principal I	14
San Isidro Integrated School	1	School Principal I	12
San Roque Elementary School	1	Teacher-In-Charge	7
Tagaytay Elementary School	1	Teacher-In-Charge	3
Total	10		187

The survey questionnaire has two components: Part I was the commitment of teachers and part II was on the job satisfaction and the instructional performance of the teachers. The data for the instructional performance were coming from the IPCRF which were assessed by the principal and the teachers themselves for the school year 2020-2021.

Five experts in the field validated the adapted research questionnaire to ensure that the items contained in the questionnaire were appropriate. Following validation, the questionnaire was pilot-tested to ensure that the research instrument was reliable. The questionnaire was pilot tested to a group of 10 teachers from another school who were not included in the study to check its reliability and validity.

The researcher prepared a letter of permission to the Schools Division Superintendent of the Davao de Oro to allow her to conduct this study. In addition, the researcher prepared another letter-request informing the 10 school leaders of the 10 responding schools of the study. The nature of the study was explained to them, and their full cooperation was greatly appreciated. After the data collection, the researcher tallied, collated and tabulated all the data and submitted them to the statistician for statistical treatment and the results were



subjected to analyses and interpretations.

## RESULTS AND DISCUSSIONS

This chapter presents the data and provides analysis and interpretation of the data gathered.

### Level of Commitment

**Self-Awareness.** Table 2 presents the level of commitment of teachers in terms of self-awareness.

**Table 2**  
**Self-Awareness of Teachers**

Self-Awareness (Willing to Change and Intense focus)	Mean	Description
1. I feel proud being a teacher.	3.80	Strongly Agree
2. I do not feel a strong sense of "belongingness" to my profession.	2.80	Agree
3. Even if it were to my advantage, I would have left my profession now.	1.80	Disagree
4. Teacher comes late at school, leaves early.	1.60	Disagree
5. I detest being supervised.	1.60	Disagree
6. I use copied lesson plan from the internet.	1.90	Disagree
7. I accomplish my job with enthusiasm	2.80	Agree
8. One of the few negative consequences of leaving this profession would be the scarcity of available alternatives.	2.90	Agree
9. Right now, staying with my profession is a matter of necessity and desire.	2.70	Agree
10. I prefer working at this school even though I have choices for working at another school.	2.80	Agree
<b>Overall Weighted Mean</b>	<b>2.50</b>	<b>High</b>

The overall weighted mean of the level of commitment of teachers in terms of self-awareness is 2.5, high. From the table, item no. 1, teachers feel proud of their profession has the highest rank with the mean rating of 3.80, strongly agree. Although there are two indicators with mean rating of 1.60, disagree. As indicated that teachers come to school late, leaves early and detest being supervised by the school heads or co-teachers. This means that teachers show promptness and show obedience in their profession.

**Commitment and Character.** Shown in Table 5 is the level of commitment and character of teachers.

**Table 3**  
**Commitment and Character of Teachers**

Commitment and Character	Mean	Description
1. I perceive the values of teaching profession more important than those of other values.	3.40	Agree
2. I comply with all school policies.	3.60	Strongly Agree
3. I spend time with the students on subjects (activities) related with the lesson inside as well as outside the classroom.	3.40	Agree
4. I do not hold remedial classes.	1.90	Disagree
5. I do not feel like "part of the family" at my profession	1.60	Disagree
6. I write sloppy lesson plans.	1.60	Disagree
7. I had not put so much of myself into this profession, I might have considered working elsewhere.	1.70	Disagree

8. I work hard for the school and have the tendency for taking extra periods assigned to me.	3.20	Agree
9. I would be very happy to spend the rest of my career with this profession.	3.50	Strongly Agree
10. I would feel guilty if I leave my profession now.	3.20	Agree
<b>Overall Weighted Mean</b>	<b>2.70</b>	<b>High</b>

The Level of commitment and character of teachers received an overall weighted average of 2.70, high. The highest rank in all statements with the mean of 3.60 with the descriptive equivalent of strongly agree is item no. 2, I comply with all school policies which is followed by item no. 9, I would be very happy to spend the rest of my career with this profession, with a mean of 3.50, strongly agree.

It is also reflected in the table that there are two indicators that received a mean rating of 3.40, agree. They do not feel like "part of the family" at their profession and write sloppy lesson plans with a mean rating of 1.60. It clearly shows that teachers are pleased with their profession, colleagues and make contextualized materials for teaching-learning process and feel part of the family in their respective stations.

### Level of Job Satisfaction

**Job Security.** Presented in Table 4 is the level of job satisfaction of teachers in terms of job security.

**Table 4**  
**Job Satisfaction of Teachers in terms of Job Security**

Job Security(Salary, Benefits, Rewards Performance, Recognition, Promotion )	Mean	Description
On my current job, this is how I feel about...		
1. The given salary for the work I do.	3.10	Satisfied
2. The chance to be promoted.	3.10	Satisfied
3. The benefits and compensation I receive are enough as much as other organizations can offer.	3.10	Satisfied
4. When all my hard works are not compensated.	2.40	Undecided
5. The way my job secures my future.	3.40	Satisfied
6. The way I get recognition to what I do.	3.10	Satisfied
7. Being able to compromise my work as job well done	3.20	Satisfied
8. The way how my work compares to the same salary grades from other departments or organization	2.80	Satisfied
9. The way how my wage compares with other teachers in school.	2.90	Satisfied
10. The opportunities for professional growth.	3.30	Satisfied
<b>Overall weighted Mean</b>	<b>3.00</b>	<b>Satisfied</b>

The level of job satisfaction of teachers in terms of job security attained an overall mean rating of 3.00, satisfied. Among the items, item no. 5, the way my job secures my future has the highest rank with the mean of 3.40 with the descriptive equivalent of satisfied



and followed by item no. 10, opportunities for professional growth with a mean rating of 3.30, satisfied. It shows that teachers are satisfied in terms of the given profession growth activities and secure their respective lives in the future and shows that they follow school rules and guidelines. In addition, item no. 7, being able to compromise works as job well done with a mean rating of 3.20, satisfied. Additionally, item no. 4, when all my hard works are not compensated received the lowest mean of 2.40, undecided. This means that teachers are pleased with their salaries nonetheless, there are some other related works which do not compensate for their hard work as an employee.

**Work Environment.** Presented in Table 5 is the level of job satisfaction of teachers in terms of work environment.

**Table 5**

**Job Satisfaction of Teachers in terms of Work Environment**

Work Environment (Policies, Organizational Structures, Physical, Emotional )	Mean	Description
1. The rules and policies of the department implement by the employees.	3.1	Satisfied
2. The harmonious relationship established towards my immediate head.	3.4	Satisfied
3. The conducive environment (well ventilated, lighting, etc.)	3.3	Satisfied
4. The spirit of cooperation towards my co-teachers.	3.3	Satisfied
5. The way my co-teachers be friends with others.	3.4	Satisfied
6. The way of guiding teachers when challenges occur.	3.4	Satisfied
7. The support gains through technical, social and in emotional aspects.	3.3	Satisfied
8. The satisfaction of accomplishing the given task.	3.4	Satisfied
9. The staging of hostile attitude in times of difficulties.	3.0	Satisfied
10. Demonstrate positive attitudes in workplace.	3.4	Satisfied
<b>Overall Weighted Mean</b>	<b>3.3</b>	<b>High</b>

The overall weighted mean of the level of job satisfaction of teachers in terms work environment is 3.3 which is described as high. It shows that items nos. 2, 5, 6, 8 and 10 attained the mean rating of 3.4 with descriptive equivalent of satisfied come to be the highest rank. It means that the work environment of teachers demonstrated pleasant-sounding work place. Moreover, there are three indicators that have the same mean of 3.30 with descriptive equivalent of satisfied in which the conducive environment (well ventilated, lighting, physical facilities, etc.); This means that some schools aided teachers with an environment conducive for and provide technical assistance that will cater the needs of the teachers. While, the rules and policies of the department implement by the employees with mean of 3.10, satisfied and lastly; the staging of hostile attitude in times of difficulties with mean of 3.0, satisfied. The teachers followed the different policies but somehow are intimidated especially if they are facing obstacles in their work environment.

**Job Responsibilities.** Presented in Table 6 is the level of job satisfaction of teachers in terms of job responsibilities.

**Table 6**  
**Job Satisfaction of Teachers in terms of Job Responsibilities**

Job Responsibilities (Duties, Moral & Ethics)	Mean	Description
1. The chance to communicate with school heads and co-teachers.	3.4	Satisfied
2. The chance to do things on my own.	3.4	Satisfied
3. The chance to develop my skills in my job.	3.4	Satisfied
4. The ability to do things right towards my work in the absence of others being insulted.	2.9	Satisfied
5. The chance to convey myself towards my immediate head or co-teachers.	3.3	Satisfied
6. The chance to suggest better ideas to the certain task.	3.2	Satisfied
7. The sense of exhaustion in going to work.	2.8	Satisfied
8. The manner of achieving a task in an unexceptional way to reach the deadline.	3.0	Satisfied
9. The chance to do something that makes use my abilities.	3.3	Satisfied
10. Punctuality in every work that I do.	3.3	Satisfied
<b>Overall Weighted Mean</b>	<b>3.2</b>	<b>HIGH</b>

Shown in Table 6 is the level of job satisfaction of teachers in terms job responsibilities with an overall weighted mean of 3.2, which is described as high. Items no. 1, 2, and 3 received the highest mean of 3.4 with a descriptive equivalent of satisfied. It indicates that the chance to communicate with school heads and co-teachers; the chance to do things on their own and the chance to develop skills in job are demonstrated.

Three indicators of Job Responsibilities in which the chance to convey themselves towards the immediate head or co-teachers; the chance to do something that make use of abilities; punctuality in every work that they do garnered the same mean of 3.30 with descriptive equivalent of satisfied. This means that teachers are able to use their abilities towards their immediate head especially if they manifested punctuality in the assigned tasks.

On the other hand, the ability to do things right towards in work in the absence of others being insulted garnered a mean of 2.90, satisfied. This indicates that as an educator they learn how to comprise themselves in a peaceable manner even experiencing difficulties at work. Lastly, the indicator that shows that the sense of exhaustion in going to work has received the lowest mean of 2.80, satisfied. This reflects how teachers felt adversity and exhaustion at work nevertheless they still do their job well to deliver quality education to their learners.

**Level of IPCRF Ratings of Teachers.** Table 7 is the level of Performance of Teachers in terms of Individual Performance Commitment Review Form of Teachers.



**Table 7**

**Level of Teachers Performance (IPCRF)**

Level of Performance	Frequency	Percentage
Outstanding	25	14%
Very Satisfactory	155	83%
Satisfactory	7	4%
<b>TOTAL</b>	<b>187</b>	<b>82%</b>

Table 7 shows that the level of performance of teachers based on Individual Performance Commitment Review Form for S.Y. 2020-2021. Out of 187 teacher respondents of Nabunturan West District Elementary Schools in Nabunturan, Davao de Oro, 155 teachers placed very satisfactory level of performance with the percentage of 83%. Twenty five or 14% of them have outstanding level of performance seven teachers placed in satisfactory level of performance with the percentage of 4%.

**Summary of the Level of Commitment of Teachers.** The Summary of the level of commitment in terms of self-awareness, commitment and character is presented in Table 8.

**Table 8**

**Level of Commitment of Teachers**

Indicators	Mean	Description
Self-awareness	2.50	High
Commitment and Character	2.70	High
<b>Overall Mean</b>	<b>2.60</b>	<b>High</b>

The level of commitment of teachers shows that the highest rank is the commitment and character with the mean of 2.70 with the descriptive equivalent of high, followed by self-awareness with the mean of 2.50 with a descriptive equivalent of high.

The overall mean score for the level of commitment is posted at 2.60 with the descriptive equivalent of high. This shows that the level of commitment of the teachers is high.

**Summary on the Level of Job Satisfaction of Teachers.** The Summary on the level of commitment in terms of self-awareness, commitment and character is presented in table 9.

**Table 9**

**Level of Job Satisfaction of Teachers**

Indicators	Mean	Description
• Job Security	3.00	Satisfied
• Work Environment	3.30	High
• Job Responsibilities	3.20	High
<b>Overall Mean</b>	<b>3.20</b>	<b>High</b>

The level of job satisfaction of teachers shows that the highest rank is the work environment with the mean of 3.30, high, followed by job responsibilities with the mean of 3.20, high and lastly job security with the mean of 3.00, satisfied. The overall mean score is

3.20 with the descriptive equivalent of high.

**Relationship between Commitment of Teachers and Job Satisfaction**

Table 10 presents the relationship between commitment of teachers and job satisfaction.

**Table 10**

**Relationship between Commitment and Job Satisfaction**

Pearson's Correlations			
Variable		Commitment	Job Satisfaction
1. Commitment	Pearson's r	—	
	p-value	—	
2. Job Satisfaction	Pearson's r	-0.023	—
	p-value	0.753	—

Analysis revealed that commitment of teachers has a significant negative relationship with job satisfaction. The result revealed that the p- value of 0.753 is greater than 0.05 which means that deviation from the null hypothesis is not statistically significant and the null hypothesis is accepted that there is no significant relationship existing between commitment and job satisfaction.

**Relationship between Commitment of Teachers and Instructional Performance**

Table 11 below presents the relationship between commitment of teachers and instructional performance.

**Table 11**

**Relationship between Commitment and Instructional Performance**

Pearson's Correlations			
Variable		Commitment	Instructional Performance
1. Commitment	Pearson's r	—	
	p-value	—	
2. Instructional Performance	Pearson's r	0.009	—
	p-value	0.907	—

Correlation was conducted to test the relationship between the commitment of teachers and instructional performance the result revealed that the p-value of 0.907 is greater than 0.05 which means that the null hypothesis is accepted which means that there is no significant relationship or association between the commitment of teachers and their instructional performance.

**Level of Commitment of Teachers according to Self-awareness.** The level of commitment of teachers obtained an overall mean of 2.60 with the descriptive equivalent of high. Among the two indicators, the commitment and character got the highest rank with the mean of 2.70 described as high. The



last is self-awareness that described as high with the mean of 2.50. The overall mean is 2.50 with a descriptive equivalent of high. This means that the level of commitment of teachers in terms of self-awareness is high. Teachers are aware and willing to change and focused on their job as teachers.

Determining and understanding their professional self-understanding can contribute to the development of the teaching profession and increase the quality of education. Therefore, teachers can cope with the personal problems they face and respond to the expectations of change and innovation of society the political environment.

The Department of Education, with its programs, projects and initiatives goes hand and hand with the NCBTS. It is recommended that DepEd should firmly implement the triangulation method of assessing job performance of teachers by means of intensive monitoring from the highest down to the lowest ranks other than just mere self-assessment (Cenas, 2017).

#### **Level of Commitment of Teachers according to Character.**

The Level of commitment and character of teachers received an overall weighted average of 2.70 with a descriptive equivalent of high. This means that the teachers possessed the high level of commitment and character expected of a professional teacher. Committed teachers are those who have excitement, passion, desire, enthusiasm and energy.

As DiPaola and Neves, (2009) mentioned, though a strong relationship was identified with passion for teaching and citizenship behavior the mediating effect of organizational commitment was not explored to date.

#### **Level of Job Satisfaction of Teachers in terms of Job Security.**

The level of job satisfaction of teachers obtained an overall mean of 3.20 with the descriptive equivalent of high. The teachers are satisfied in terms of their job security. Pay is very primary factor of satisfaction for almost every type of employee in private, public, small, medium and large organization. Research appears to be unclear regarding the influence of pay on job satisfaction. As to the working experience of teachers, a significant relationship between job satisfaction and experience was not found but difference is observed in education levels Kumara and Bhaskara, (2007).

Moreover, based upon Maslow's theory of human motivation, one of the most frequently cited theories of motivation in the management and organizational literature, Gawel (2017) concluded that the esteem needs of employees are not being met, causing dissatisfaction and stress due to bulk of job responsibilities handled by them.

4 The level of job satisfaction of teachers in terms work environment received and overall rating of 3.30 which is described as high. This means that the teachers are satisfied with respect to school policies, organizational structures, physical and emotional environment. Conferring to Toropova, (2020), the study employs TIMSS 2015 (Trends in International Mathematics and Science Study) data from Sweden.

Confirmatory factor analysis and structural equation modeling are used as main methods. Results demonstrate a substantial association between school working conditions and teacher job satisfaction.

5. The level of teachers' satisfaction in terms of job responsibilities has received an overall rating of 3.20 with a descriptive equivalent of high. This means that the teachers are satisfied in terms of their job responsibilities. Many teachers in the school admit that work situation is a cause of employee attitude in the organization and this the area in which HR manipulates the organization programs and practices of management. The most critical part of the job situation is the work itself which is normally unnoticed by the researcher when she investigated the job satisfaction.

6. The overall mean score of the level of job satisfaction of teachers is 3.20, high. The job satisfaction of the teachers occupies the important place in the list of main concerns of human resource management department. The reason of this importance is twofold. On one side it helps in retaining the employees and on the other side it raises their performance level.

7. The level of performance of teachers based on Individual Performance Commitment Review Form (IPCRF) rating garnered an overall percentage of 82% which is described as very satisfactory. For the Filipino teachers, Individual Performance Commitment Review Form (IPCRF) was introduced to DepEd in 2015.

It is a general plan of task and serves as guide to teachers to be written before the start of classes, implemented before the school year and to be rated at the end of the school year. This is a tool to evaluate performance. As stated in DepEd Order 2, S. 2015 - Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education (DepEd), it aims to provide comprehensive guidelines for the adoption of the Civil Service Commission's (CSC) Strategic Performance Management System (SPMS) in DepEd.

According to Canoma (2017), the objectives indicated are the duties and responsibilities that each teacher must do in service. This is a tool to check and balance if one is doing his duties diligently with quality, efficiency and on time.

8. There is no significant relationship existing between commitment and job satisfaction. The result revealed that the p-value of 0.753 is greater than 0.05 which means that deviation from the null hypothesis is not statistically significant and the null hypothesis is accepted.

9. There is no significant relationship between the commitment of teachers and instructional performance. The result revealed that the p-value of 0.907 is greater than 0.05 which means that the null hypothesis is accepted. The finding does not conform with the finding of Brown et. al. (2011) that employees' commitment and loyalty are positively associated with higher



levels of workplace performance. However, the study of Fredberg, et al (2008) revealed that there is no connection between the commitment of employees and their performance. In a school setting, the study of Susada (2008) in revealed that the lone predictive model of teaching instructional performance of the public elementary school teachers was commitment.

## CONCLUSION

Based on the findings of the study, there is no relatively association between the teachers' commitment and job satisfaction and their instructional performance. Teachers with greater commitment performed well since they are fully aware of their functions and responsibilities as facilitators of learning. Having good attitude towards work is highly satisfied as their needs are gratified such as salary, work environment and responsibilities. Moreover, the teachers performed holistically and their performance is a reflective of being good facilitators of learning of which they cater the needs of learners, school and community.

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