ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

ORGANIZATIONAL COMMITMENT AND INDIVIDUAL PERFORMANCE OF TEACHING STAFF OF LAGUNA STATE POLYTECHNIC UNIVERSITY – SAN PABLO CITY CAMPUS: BASIS FOR PROPOSED POLICY ENHANCEMENT

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ABSTRACT

This study aimed to measure the organizational commitment, professional development, work environment and individual performance of teaching staff in San Pablo City Campus. It used descriptive – correlational research design and made used of self-structured questionnaire underwent validation test. The questionnaires retrieved were 124 in total. Most of the respondents are female faculty members aged 24 to 39 years old. Most of them are permanent faculty members, and in instructor position, with Salary Grade of 12-14 and stayed in the university for 6-15 years. Most of the teaching staff in the institution are master's graduates, without designation and teaching courses under humanities and social science. Findings revealed that faculty members from the campus is in high level of organizational commitment, high level in professional development and confirmed the positive working environment throughout the community. Moreover, in individual performance in terms of productivity; student outcomes; innovative teaching strategies; research output; and extension services, the results showed very high performance among the teaching personnel. Furthermore, tests of relationships among the variables of organizational commitment, professional development and work environment and individual performance showed positive relationships when correlated with each other. Therefore, it is recommended that University Heads, Human Resource Management Office, Faculty Association may work mutually and collectively to enhance policy for the betterment of the organization and employees.

KEYWORDS: *Organizational Commitment, Performance, University, Policy Enhancement, Teaching Staff*

INTRODUCTION

In the workplace, organizational commitment refers to workers' connection with their organization. In general, dedicated workers see a sense of belonging, connection with their organization, and an understanding of its objectives. These workers have an added benefit in that they are more likely to be proactive in helping, exhibit comparatively high productivity, and have a stronger work ethic.

Moreover, it is praised by some as an exemplary method for enhancing teaching and learning, while others deride it as totally ineffective. Teachers may access it weekly or receive it only once or twice annually. Professional development will be integral to nearly every educator's career. They will undergo district-sponsored training, engage in collaborative learning groups, or pursue seminars and conferences. Effective professional development enables educators to enhance their knowledge and refine their skills, resulting in improved student results. It serves as a mechanism for educators to collaborate with peers and as a means for administrators to support their faculty. Organizational commitment, professional development, and a healthy work environment are factors in the job performance of educators.

This study aims to examine the organizational commitment and individual work performance to identify their positive aspects, deficiencies, and opportunities for enhancement. The results will establish a basis for suggesting improvements to the performance evaluation procedure, guaranteeing its fairness, transparency, and promotion of professional development. Moreover, this study is aligned with the 2030 Agenda for Sustainable Development, which offers a common roadmap for world peace and prosperity both now and in the future. The 17 Sustainable Development Goals (SDGs), a pressing call to action for all nations, developed and developing, in a global partnership, are at the center of it. SDGs 8 and 11, Decent Work and Economic Growth and Sustainable Cities and Communities, respectively.

MATERIALS AND METHODS

This study followed quantitative-descriptive research design. Employed in this study is a purposive sampling technique focused on teaching staff of faculty members both in Plantilla and contract of service position employed year 2023. Retrieved questionnaires were a total of 124. Specifically, it utilized a self-made questionnaire that covers three parts about the demographic profile of the respondents; organizational commitment and individual performance that underwent validation to gather data from teaching staff of university

Statistical used in this study were, frequency, percentage, mean, and standard deviation, while person – r correlation coefficient was executed to answer inferential questions.

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RESULTS AND DISCUSSION

Table 1. Level of Commitment in Terms of Affective

Indicators	M	SD	V.I.
1. Sense of Belonging: "I feel like I am part of a family at my university."	4.42	0.69	Very Affective
2. Emotional Attachment: "I have a strong emotional connection to my university."	4.35	0.71	Very Affective
3. Identification with Organizational Goals: "I am proud to be associated with the goals and values of my university."	4.60	0.60	Very Affective
4. Willingness to Exert Effort: "I am willing to put in a great deal of effort beyond what is normally expected to help my university succeed."	4.69	0.46	Very Affective
5. Job Satisfaction: "I am satisfied with my job and the work environment at my university."	4.40	0.75	Very Affective
Overall Mean for Affective	4.50	0.52	Very Affective

Note. N=124. V.I.=Verbal interpretation. The mean is interpreted as follows: 4.21–5:00=Very High Level (VH), 3.41–4.20=High Level (H), 2.61–3.40=Moderate Level (M), 1.81–2.60=Low Level (L), 1.00–1.80=Very Low Level (VL).

Table 1 presents the respondents' level of commitment in terms of affective commitment, which measures their emotional attachment, sense of belonging, identification with their university, willingness to exert effort, and job satisfaction.

The "Willingness to Exert Effort" indicator achieved the highest mean score (M = 4.69, SD = 0.46), indicating that employees are strongly motivated to exceed their expected responsibilities to contribute to the university's success. This indicates a strong work ethic and significant employee engagement.

The overall mean score of 4.50 (SD = 0.52) reflects a high level of commitment among employees, indicating significant emotional investment in their institution. The results demonstrate that employees exhibit a significant affective commitment to their university, influenced by their willingness to make an effort, alignment with institutional objectives, and general job satisfaction.

Table 2. Level of Commitment in Terms of Continuance

Indicators	M	SD	V.I.
1. Perceived Cost of Leaving: "Leaving my university would result in significant personal and professional costs."	4.03	0.90	High Continuance
2. Lack of Alternatives: "I stay with my university because there are few other job opportunities available to me."	3.08	1.30	Moderate Continuance
3. Investment in the Organization: "I have invested a lot of time and effort into my role at the university, which makes it difficult to leave."	4.10	0.88	High Continuance
4. Economic Benefits: "The financial benefits I receive from my university are a major reason for my continued employment."	3.93	1.14	High Continuance
5. Job Security: "The job security provided by my university is a key factor in my decision to stay."	4.29	0.83	Very High Continuance
Overall Mean for Continuance	3.89	0.75	High Continuance

Note. N=124. V.I.=Verbal interpretation. The mean is interpreted as follows: 4.21–5:00=Very High Level (VH), 3.41–4.20=High Level (H), 2.61–3.40=Moderate Level (M), 1.81–2.60=Low Level (L), 1.00–1.80=Very Low Level (VL).

Table 2 depicts the respondents' level of commitment in terms of continuance commitment, which reflects the extent to which employees remain at the university due to perceived costs of leaving, lack of alternatives, investment in the organization, economic benefits, and job security.

This suggests that employees are not mainly remaining due to a scarcity of external job opportunities, but rather due to other influences such as job security, benefits, and commitment to the organization. The overall mean score for professionalism and continuance is 3.89 and standard deviation of 0.75, reflects a High Continuance Commitment, indicating that employees typically perceive significant reasons for remaining, which personal, financial, or professional factors can influence. Continuance commitment facilitates retention; however, balancing this with affective commitment is essential to ensure that employees remain motivated rather than obligated.

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Table 3. Level of Commitment in Terms of Normative

Indicators	*M*	*SD*	*V.I.*
1. Sense of Duty: "I feel a strong sense of duty to continue working at my university."	4.92	4.48	Very High Normative
2. Moral Obligation: "I believe it is morally right to stay with my university and contribute to its success."	4.57	0.65	Very High Normative
3. Organizational Loyalty: "I am loyal to my university and feel a responsibility to support its mission."	4.69	0.56	Very High Normative
4. Social Norms: "It is expected by my peers and community that I remain committed to my university."	4.48	0.70	Very High Normative
5. Ethical Responsibility: "I have an ethical responsibility to stay with my university and uphold its values."	4.58	0.65	Very High Normative
Overall Mean for Normative	4.65	1.07	Very High Normative

Note. N=124. V.I.=Verbal interpretation. The mean is interpreted as follows: 4.21–5:00=Very High Level (VH), 3.41–4.20=High Level (H), 2.61–3.40=Moderate Level (M), 1.81–2.60=Low Level (L), 1.00–1.80=Very Low Level (VL).

Table 3 displays the level of commitment in terms of normative of the teaching personnel in Laguna State Polytechnic University. Among the indicators, "Sense of Duty" exhibited the highest mean of 4.92 and standard deviation of 4.48, indicating that employees possess a significant personal responsibility to remain employed at the institution. Employees perceive external expectations from peers and the community as a significant factor in their ongoing commitment, as indicated by "Social Norms" with a mean of 4.48 and standard deviation of 0.70.

Table 4. Level of Professional Development

Indicators	*M*	*SD*	*V.I.*
1. I can access regular training programs that enhance my teaching skills.	4.03	0.95	High Level
2. The university supports my attendance at conferences and workshops.	3.94	1.00	High Level
3. I receive constructive feedback that helps me improve my performance.	4.01	0.87	High Level
4. There are clear pathways for career advancement within the university.	4.01	0.92	High Level
5. I am encouraged to pursue further education and certifications.	4.38	0.83	Very High
Overall Mean for Professional Development	4.07	0.78	High Level

Note. N=124. V.I.=Verbal interpretation. The mean is interpreted as follows: 4.21–5:00=Very High Level (VH), 3.41–4.20=High Level (H), 2.61–3.40=Moderate Level (M), 1.81–2.60=Low Level (L), 1.00–1.80=Very Low Level (VL).

Legend: *3.28 – 4.00 = Very Good; 2.52 - 3.27 = Good; 1.76 – 2.51 = Poor; 1.00 – 1.75 = Very Poor*

Table 4 shows the respondents' assessment of the Level of Professional Development among university employees. The statement "I am encouraged to pursue further education and certifications" yielded the highest mean score of 4.38 and standard deviation of 0.83. This indicates that employees perceive substantial support in pursuing their education and obtaining new credentials, thereby enhancing their motivation for ongoing learning.

The assessment produced a weighted mean of 4.07 and a standard deviation of 0.78, indicating a High-Level interpretation. The findings indicate that employees view the university as significantly supportive of their professional development, especially in promoting further education and skill enhancement initiatives.

Table 5. *Perception on Work Environment*

Indicators	*M*	*SD*	*V.I.*
1. The university provides a safe and comfortable working environment.	4.32	0.72	Very High
2. I have access to the necessary resources and tools to perform my job effectively.	4.15	0.87	High Level
3. My colleagues and I have a positive and collaborative working relationship.	4.41	0.74	Very High
4. The university promotes a healthy work-life balance.	4.23	0.85	Very High
5. I feel supported by the university administration in my professional endeavors.	4.30	0.79	Very High
Overall Mean for Work Environment	4.28	0.67	Very High

Note. N=124. V.I.=Verbal interpretation. The mean is interpreted as follows: 4.21–5:00=Very High Level (VH), 3.41–4.20=High Level (H), 2.61–3.40=Moderate Level (M), 1.81–2.60=Low Level (L), 1.00–1.80=Very Low Level (VL).

Table 5 reveals the respondents' assessment of their Perception of the Work Environment. In the statement "My colleagues and I have a positive and collaborative working relationship" yielded the highest mean score of 4.41 and standard deviation of 0.74. This indicates that employees strongly believe in teamwork and a supportive work culture, which promotes a sense of belonging and cooperation within the university.

Overall, the assessment produced a weighted mean of 4.28 and a standard deviation of 0.67, interpreted as a Very High Level. The findings indicate that employees perceive their work environment positively, especially regarding team

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collaboration, administrative support, and workplace safety. The emphasis on cultivating a positive and healthy work culture significantly enhances job satisfaction and productivity.

Level of Individual Performance of Teaching Personnel in Laguna State Polytechnic University San Pablo City

Table 6. ***Level of Individual Performance in Terms of Productivity***

	Indicators	*M*	*SD*	*V.I.*
1.	I consistently meet or exceed my teaching workload requirements.	4.69	0.53	Very High
2.	I complete administrative tasks in a timely manner.	4.30	0.79	Very High
3.	I effectively manage my time to balance teaching, research, and service responsibilities.	4.31	0.69	Very High
4.	I contribute to the development of new courses and programs.	4.38	0.76	Very High
5.	I feel supported by the university administration in my professional endeavors.	4.25	0.83	Very High
	Overall Mean for Productivity	**4.39**	**0.54**	**Very High**

Note. N=124. V.I.=Verbal interpretation. The mean is interpreted as follows: 4.21–5:00=Very High Level (VH), 3.41–4.20=High Level (H), 2.61–3.40=Moderate Level (M), 1.81–2.60=Low Level (L), 1.00–1.80=Very Low Level (VL).

Table 6 exhibits the respondents' Level of Individual Performance in Terms of Productivity. The statement "I consistently meet or exceed my teaching workload requirements" had the highest mean score of 4.69 and standard deviation of 0.53. This indicates that employees strongly believe they are very productive in teaching and meeting the university's academic criteria. Overall, the weighted mean was 4.39, with a standard deviation of 0.54, indicating a Very High Level. The results show that staff are productive in meeting teaching needs, managing time, and developing courses. Their dedication to workload and administrative tasks indicates a skilled and motivated worker.

Table 7. ***Level of Individual Performance in Terms of Student Outcomes***

	Indicators	*M*	*SD*	*V.I.*
1.	My students consistently achieve high grades and academic performance.	4.51	0.59	Very High
2.	I receive positive feedback from students in course evaluations.	4.62	0.53	Very High
3.	My students demonstrate significant improvement in their knowledge and skills.	4.60	0.54	Very High
4.	I mentor and support students in their academic and career goals.	4.74	0.46	Very High
5.	My students are successful in securing internships, jobs, or further education.	4.69	0.53	Very High
	Overall Mean for Student Outcomes	**4.63**	**0.42**	**Very High**

Note. N=124. V.I.=Verbal interpretation. The mean is interpreted as follows: 4.21–5:00=Very High Level (VH), 3.41–4.20=High Level (H), 2.61–3.40=Moderate Level (M), 1.81–2.60=Low Level (L), 1.00–1.80=Very Low Level (VL).

Table 7 unveils the respondents' assessment of their Level of Individual Performance in Terms of Student Outcomes.

In relation, the study conducted by Madigan and Kim (2020), it explored the intricate relationship between teacher burnout and its ramifications on student outcomes, highlighting a troubling correlation between the two. They found that as teachers experience increasing levels of burnout—characterized by chronic fatigue, emotional exhaustion, and a sense of disengagement from their profession—their capacity to deliver effective instruction diminishes significantly. This decline in teacher effectiveness does not occur in isolation; it has profound consequences on the educational environment.

The research underscores the critical need for strategies to support teacher well-being. Addressing burnout benefits educators and is essential for enhancing student motivation and performance in the classroom.

Table 8. ***Level of Individual Performance in Terms of Innovative Teaching Practices***

	Indicators	*M*	*SD*	*V.I.*
1.	I incorporate technology and multimedia in my teaching.	4.73	0.48	Very High
2.	I use active learning techniques to engage students.	4.79	0.41	Very High
3.	I design and implement innovative assessments to measure student learning.	4.66	0.51	Very High
4.	I continuously update my teaching methods based on current research and best practices.	4.71	0.49	Very High
5.	I collaborate with colleagues to develop interdisciplinary teaching approaches.	4.62	0.61	Very High
	Overall Mean for Innovative Teaching Practices	**4.70**	**0.40**	**Very High**

Note. N=124. V.I.=Verbal interpretation. The mean is interpreted as follows: 4.21–5:00=Very High Level (VH), 3.41–4.20=High Level (H), 2.61–3.40=Moderate Level (M), 1.81–2.60=Low Level (L), 1.00–1.80=Very Low Level (VL).

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Table 8 illustrates the respondents' assessment of their Level of Individual Performance in Terms of Innovative Teaching Practices. The statement "I use active learning techniques to engage students" garnered the highest mean score of 4.79 and standard deviation of 0.41. This indicates that faculty members emphasize interactive and student-centered teaching methods, thereby improving student engagement and participation in the learning process.

The assessment produced an overall mean of 4.70 and a standard deviation of 0.40, interpreted as a Very High Level. The findings indicate that faculty members strongly commit to innovative teaching strategies, utilizing technology, active learning techniques, and research-based methodologies to improve student learning outcomes. Their engagement and assessment innovation focus guarantees a dynamic and effective educational experience.

Table 9. ***Level of Individual Performance in Terms of Research Output***

	Indicators	*M*	*SD*	*V.I.*
1.	I regularly publish research articles in peer-reviewed journals.	3.41	1.11	High Level
2.	I present my research findings at national and international conferences.	3.43	1.20	High Level
3.	I secure research grants and funding for my projects.	3.00	1.20	Moderate Level
4.	I collaborate with other researchers on interdisciplinary projects.	3.70	1.13	High Level
5.	My research contributes to the advancement of knowledge in my field.	3.90	1.15	High Level
	Overall Mean for Research Output	**3.49**	**1.00**	**High Level**

Note. N=124. V.I.=Verbal interpretation. The mean is interpreted as follows: 4.21–5:00=Very High Level (VH), 3.41–4.20=High Level (H), 2.61–3.40=Moderate Level (M), 1.81–2.60=Low Level (L), 1.00–1.80=Very Low Level (VL).

Table 9 demonstrates the respondents' Level of Individual Performance in Terms of Research Output. In the statement "My research contributes to advancing knowledge in my field" obtained the highest mean score of 3.90 and standard deviation of 1.15. This indicates that faculty members strongly believe that their research efforts significantly impact academic and professional knowledge advancement.

The findings indicate that faculty members participate in research activities, including publishing articles, presenting at conferences, and collaborating with colleagues. Challenges persist in obtaining research funding, potentially restricting the capacity to conduct large-scale or long-term projects.

Table 10. ***Level of Individual Performance in Terms of Extension Services***

	Indicators	*M*	*SD*	*V.I.*
1.	I participate in community service projects related to my field of expertise.	4.54	0.75	Very High
2.	I provide professional development workshops for local educators.	4.15	1.04	High Level
3.	I engage in public speaking and outreach activities to share my research with the community.	4.11	1.05	High Level
4.	I collaborate with local organizations to address community needs.	4.21	1.01	Very High
5.	I mentor students in service-learning projects and community engagement.	4.23	0.94	Very High
	Overall Mean for Extension Services	**4.25**	**0.86**	**Very High**

Note. N=124. V.I.=Verbal interpretation. The mean is interpreted as follows: 4.21–5:00=Very High Level (VH), 3.41–4.20=High Level (H), 2.61–3.40=Moderate Level (M), 1.81–2.60=Low Level (L), 1.00–1.80=Very Low Level (VL).

Table 10 conveys the respondents' assessment of their Level of Individual Performance in Terms of Extension Services. In the statement "I participate in community service projects related to my field of expertise" yielded the highest mean score of 4.54 and standard deviation of 0.75. This indicates that faculty members actively utilize their expertise to support community-based initiatives, reinforcing their commitment to social responsibility.

The assessment resulted in a weighted mean of 4.25 and a standard deviation of 0.86, interpreted as a Very High Level. The findings indicate that faculty members engage significantly in extension services, especially in community service projects, collaboration with local organizations, and mentoring students in service-learning initiatives.

Test of the relationship between the organizational commitment and professional development, and the work environment of the faculty members in LSPU – SPCC

Table 11. ***Correlations Between Organization Commitment, Professional Development, and Work Environment of the Faculty Members in LSPU – SPCC***

Organizational commitment	Professional Development	Work Environment
Affective Commitment	.693**	.717**
	.000	.000
Continuance Commitment	.456**	.419**
	.000	.000
Normative Commitment	.344**	.387**
	.000	.000

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

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Table 11 depicts the relationship between organizational commitment and professional development and the work environment in terms of affective, continuance, and normative.

As seen in the table, the perfect relationship exists in all the sub-indicators regarding professional development and the work environment, with p-values of .000. However, the table also shows that the strongest relationship is between affective commitment to professional development with r-value of .693 and work environment with r-value of .717.

In general, the indicators measure significance, which implies a positive link to each other. It highlights that if the teaching personnel in LSPU-SPCC have higher organizational commitment, they have an advanced level in their professional development and work environment.

Test of the relationship between professional development and work environment and individual performance of the faculty members in LSPU – SPCC

Table 12. ***Correlations Between Professional Development and work Environment and individual performance of the Faculty Members in LSPU – SPCC***

	Productivity	Student Outcomes	Innovative Teaching Practice	Research Outputs	Extension Services
Professional Development	.527** .000	.447** .000	.412** .000	.515** .000	.437** .000
Work Environment	.506** .000	.427** .000	.398** .000	.431** .000	.284** .001

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

Table 12 exhibits the relationship results between the moderating variables, professional development and the work environment, and the individual performance of the teaching personnel in terms of productivity, student outcomes, innovative teaching practice, research output and extension services.

The table shows the perfect relationships between the two variables with p-values of .000, highlighting the moderate correlational value of professional development towards individual performance.

However, there is a weak correlation between the work environment and individual work performance in extension services with r-value of .284. The results conclude that the importance of high professional development and a healthy work environment has a positive effect on the individual performance of teaching personnel in LSPU-SPCC.

Table 13. ***Correlations Between organizational commitment and individual performance of the faculty members in LSPU – SPCC***

Organization Commitment	Individual Performance variable				
	Productivity	Student Outcomes	Innovative Teaching	Research Outputs	Extension Services
Affective	.57*** <.001	.59*** <.001	.56*** <.001	.45*** <.001	.28** .002
Continuance	.40*** <.001	.30*** <.001	.29*** <.001	.51*** <.001	.38*** <.001
Normative	.27** .002	.23* .012	.32*** <.001	.20* .026	.08 .394

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

Table 13 examines the correlations between organizational commitment (affective, continuance, and normative) and individual performance variables among faculty members. The results demonstrate that distinct forms of commitment affect performance to differing extents.

Similarly, affective commitment, an indication of an emotional attachment to the institution, demonstrates the most robust positive correlations with all performance variables. The strongest correlation is observed with student outcomes with r-value of .59, $p < .001$, followed by productivity with r-value of .57, p is less than .001 and innovative teaching with r-value of .56, p is less than .001. This indicates that faculty members with emotional investment in their institution are generally more productive, effective in teaching, and contribute positively to student success. Research outputs with r- value of .45, p is less than .001 and extension services with r- value of .28, p is less than .002. They demonstrate significant relationships, suggesting that institutional passion can improve scholarly work and community engagement.

CONCLUSIONS

After careful analysis of the results and findings of the study, the following conclusions were drawn:

1. The hypothesis asserting that there is no significant relationship between organizational commitment, professional development and work environment is rejected.
2. The hypothesis declaring that there is no significant relationship between professional development and

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work environment, and individual performance is rejected; and

3. The hypothesis expressing no significant relationship between organizational commitment in terms of affective, continuance, and normative when linked to individual performance is rejected.

These conclusions strengthen the theories discussed in the first chapter; there is a strong positive association with organizational commitment and professional development, and work environment increases the positive individual performance.

RECOMMENDATIONS

In line to the conclusion presented, the following recommendations were drafted:

1.In terms of university policy enhancement, focusing on organizational commitment of the teaching personnel, there are some ways that the Administration, Faculty Associations and Human Resource Management office can work on by recommending internal policies such as providing equal and transparent access to needed information, continue the fair process of hiring and promotion process and strengthening policies emphasizing ethical behavior and responsibility can reinforce staff moral obligation and ethical responsibility.

2.By integrating professional development and work environment into university policies, the institution can create a more supportive and motivating environment for teaching staff.

a. Professional Development Programs: The Human Resource Management office may coordinate properly with university heads and faculty associations to implement policies that provide teaching staff with regular and equal training and development opportunities. These can include workshops, seminars, and support for attending conferences related to teaching strategies, research, and extension services.

b. Supportive Work Environment: Foster a positive work environment that supports collaboration, innovation, and work-life balance. This can include providing necessary resources, promoting teamwork, and ensuring workplace safety.

c. Feedback and Recognition: Improvement in giving feedback and recognition that provides constructive feedback and recognizes faculty achievements. This can enhance job satisfaction and motivation.

d. Work-Life Balance Initiatives: Develop policies that promote a healthy work-life balance, such as flexible working hours and remote work options.

3.To enhance university policies regarding individual performance and its sub variables, the administration, planning office, and HRMO can work hand in hand with the faculty association to revisit the performance indicators and identify the criteria that need to be changed, deleted and added to fit the changing and dynamic roles of the teaching staff. Concerning part-time instructors, though they are in a contract service, established standard metrics for gathering feedback from students, peers and supervisors are recommended.

4.Verifying that there is a positive relationship between organizational commitment, professional development, and work environment, it is recommended that the university enhance work-life balance rules to promote employee bonding, foster a sense of belonging and implement an inclusive decision-making process to adapt to work diversification.

5.Demonstrating a positive correlation between professional development, work environment, and individual performance, the human resource management office may start a dialogue with the faculty association regarding the current individual performance measures to gather feedback needed to improve the performance policies.

6.To boost the employees' morale, individual and organizational performance, the university, HRMO and FA may develop an activity wherein teaching employees can openly contribute their own ideas and efforts to the institution. Improved communication dissemination is also recommended so that faculty members feel more committed and important in the academic community.

7.For future researchers, this research can be a big help and a reference in their research journey associated with organizational commitment, professional development, work environment and individual performance. They may use actual ratings of employees regarding their performance from the promotion criteria or the Individual Performance Commitment Review.

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ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

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