TEACHERS' ORGANIZATIONAL COMMITMENT, JOB SATISFACTION AND TEACHING PERFORMANCE

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ABSTRACT

The study sought to determine the extent of organizational commitment and job satisfaction and its association on the level of teachers' performance in Pedro Oloy N. Roa Elementary School in the Division of Cagayan de Oro City for the school year 2020-2021. Specifically, it aimed to attain the following objectives: to determine the extent of organizational commitment of teachers in terms of: affective, continuance, and normative commitment; to find out the extent of job satisfaction of the teachers; to ascertain the level of teachers' performance for School Year 2020-2021 and to determine if a significant relationship exists between the level teachers' performance, level of job satisfaction, and the extent of their organizational commitment. The study utilized the descriptive-correlational research design and used a questionnaire as the main instrument. Mean and Standard Deviation were used to determine the extent of commitment and job satisfaction of the teachers and their teaching performance. Pearson Coefficient of Correlation was employed to find out the significant relationship between the teaching performance, job satisfaction and the extent of organizational commitment. The teachers have a High level of engagement and dedication toward their individual jobs and the organization. The level of Affective Commitment is statistically associated to teachers' performance. In like manner, Normative Commitment is statistically associated with job satisfaction of the teachers. School head and department heads may reinforce the positive behavior of the teachers to uplift their moral that will redound to a higher level of commitment and performance. The administrator may continue and maintain the present work environment to maintain the level of commitment and job satisfaction as well as the outstanding performance of the teachers.

INTRODUCTION

Educating children and young adults requires not only extensive training, practice, and skills, but also a number of personal and professional commitments that teachers must embrace if they are to succeed in the field and ultimately leave a positive and lasting impression on their students. An organization achieves its goal when people are working together towards a common goal. Its success lies on its people on how committed they are in performing their respective tasks efficiently and effectively.

Education is extensively recognized as best indicator for producing trained human resource which help overcome impediments of socio-economic development of the country. However, this will only be achieved if schoolteachers have attained higher level of professional commitment and job satisfaction as factors which motivate them to commit their time, energy, and efforts to work which results in high productivity and teaching proficiency.

The effective and efficient teaching of the different learning areas in basic education to achieve the specified competencies require teachers who have the personal identification of the job, enhanced self-satisfaction and rationality, and personal-professional interaction in the workplace which are components and dimensions of professional commitment. Additionally, Wroblewski (2021) pointed out that professional commitment as a multidimensional attribute to professionalism that is characterized by occupational dedication, intensified job involvement and intrinsic satisfaction in work.

Teachers' professional commitment is the personal attribute characterized by utmost devotion and dedication in the performance or discharge of their duties and functions with highest degree of excellence, competence, intelligences, and skills (*IDOCPUB*, 2019).

Professional commitment is viewed as an attitude and as an active relationship within the organization. It refers to a strong beliefs and acceptance of the goals of an organization and its values; the willingness to exert considerable effort on behalf of the organization, and a strong desire to maintain membership in the school organization.

Additionally, professionally committed teachers performed various tasks enthusiastically and ardently; willingly accept ancillary and challenging assignments and functions in school as well as cheerfully work beyond the required number of school hours; and, are vigorously involved in the holistic development of school children as active participants in nation-building through a progressive development of their physical, moral, spiritual, intellectual as well as social well-being.

As pointed out by Bona (2020), that teacher commitment is the emotional bond between the teacher and the school. It can also lead to motivation to work. Commitment is one's attitude, including affect, belief, and behavioral intention toward his work. Commitment as an attitude reflects feelings such as attachment, identification, and loyalty to the organization as an object of commitment. It was also emphasized that professional commitment of teachers as a behavior is evident when they enact specific behavior due to the belief that it is morally correct rather than personally beneficial. In terms of motivational perspective, work commitment of teachers is a state of being in which teachers are bound by their actions and beliefs that sustain their activities and their own involvement in the school's activities and programs.

Further, professional commitment is the feeling of dedication among the individuals of a group towards their profession. This commitment area involves two essential components: namely, pride in one's being in the teaching profession; and a strong desire for professional development (Shashi, 2014). Thus, teachers' commitment to the school is a bond the teachers have with their organization. Teachers' commitment is regarded as major professional characteristics that influence an educator's success (Creswell, 2016).

On the other hand, Liang et al., (2017) pointed out that teachers' job satisfaction has many important and far-reaching implications to teaching proficiency. It contributes to teachers' well-being as satisfied and less susceptible to stress and burnout. In addition, there is evidence that students of teachers who are contented and satisfied with their job also feel better.

Furthermore, satisfied teachers offer higher instructional quality and better learning support for their students (Klusmann et al., 2018) and content teachers demonstrate stronger job commitment and are less prone to leave the profession which is especially crucial in times when teacher burnout and turnover are high.

It is based on these contexts that the researcher is motivated to conduct this study to ascertain if job satisfaction and organizational commitment are associated with the teachers' performance. Thus, this study is conceived.

This study was anchored on the theory of Meyer and Allen (1990) as cited by Keskes (2016) a prominent three-component theory in organizational commitment which affective, continuance, and normative commitments.

The affective commitment entails an acceptance and internalization of which the other party's goals and values, a willingness to exert effort on their behalf and a strong emotional attachment to them. Employees who are affectively committed to the organization will probably carry on working for it because they want (Kumari & Alfroz, 2016)

Moreover, it is argued that high job involved managers or supervisors devote more time in their work like administrative sections employees or managers. They are also more attached and committed to their work. Managers with highly satisfied with their jobs and they are more hard working and smarter in comparison to low levels of working employees or non-managerial employees. The emotional attachment and feeling of positive attachment of managers make them more satisfied in the job situation.

Continuance commitment is the degree to which employees believe that leaving the organization would be personally inconvenient and costly. If an employee has a high level of continuance commitment, they will stay with an organization because they feel

that they must stay. Employees may feel that quitting their job may lead to an unacceptable length of unemployment, there may be a lack of good work alternatives, as well as concerns with the potential salaries being offered to them by similar organizations. They may also feel that they will lose a certain degree of status on leaving a well-respected organization such as a top research company or multi-national organization. Such feelings can negatively influence the performance of employees working in organizations since these employees may not actually be happy in the organization (Daswani & Allison ,2020).

Normative commitment is the degree to which an employee feels responsible and obligated to stay with an organization because they perceive as the right thing to do. Normatively committed employees feel that leaving their organization would have a negative effect on the organization and the workers and feel a sense of guilt around the idea of leaving. Reasons for such feelings could be that they think leaving would create a void in the skillset and knowledge domain that is currently fulfilled by them and subsequently increase the pressure on their colleagues (Singh & Gupta, 2017).

In addition, normative commitment reflects an employee's sense of commitment due to a feeling of obligation. This is less a personal commitment but rather perceived societal expectation in which one remains loyal to the employer who provides compensation services rendered (Messner, 2018). More so, the work behavior of individuals is guided by a sense of duty, obligation, and loyalty toward the organization. Members of the organization remain committed based on moral reasons. The normative committed employees stay in the organization because it is perceived by them as morally right to do so, regardless of how much status or satisfaction the organization provides over the years.

The concept of the study is anchored on the study of Bona (2020) who pointed out that teachers' performance is influenced by their professional commitment to tasks and organizational goals and teachers' job satisfaction. Job satisfaction plays an essential role in the overall commitment and productivity of the school organization. The teachers' job satisfaction significantly influenced by their commitment to the organization. Teachers who are satisfied with the job are also committed to work in the organization.

In the educational context, Harini et al., (2020) stated that administrators with higher level of professional commitment and job satisfaction have been found to be proficiently performing in their functions. Additionally, it was emphasized that if teachers feel that they can grow and meet their job challenges by pursuing and attaining goals that are important and meaningful to them, they develop a sense of success in the workplace (Latham & Locke, 2021).

Subsequently, Bona (2020) explained that commitment and job satisfaction can enhance teachers' performance by increasing work motivation and personal identification behavior and by reducing costs associated with negative organizational behaviors such as turnover, burnout, apathy, and absenteeism.

Methodology

The study utilized the descriptive correlational design. Descriptive research is a fact-finding inquiry or investigation. It was employed to develop a thorough knowledge of the primary causes of the given situations. A descriptive correlational study is a type of research design where a researcher seeks to understand what kind of relationships naturally occurring variables have with one another. In simple terms, correlational research seeks to figure out if two or more variables are related and, if so, in what way (Katzukov, 2020).

The study was conducted in Pedro Oloy N. Roa Elementary School in the Division of Cagayan de Oro City for the school year 2020-2021.Pedro Oloy N. Roa Elementary School is one of the growing schools in the Division of Cagayan de Oro City. The school is in Barangay Canitoan, Cagayan de Oro City. It has a land area of 10800 square meters. The school was established in 1986 through the initiative of the local government unit headed by Candolyn L. Quilit during the administration of former mayor Pablo Magtajas At present, P. N. Roa Elementary School has a total number of 76 teaching personnel and 3024 pupil-enrolees.

The respondents of the study were the teachers of P. N. Roa Elementary School in the Division of Cagayan de Oro City. Total enumeration was employed in the selection of the respondents a total of seventy-three (73) teachers responded to the questionnaire administered by the researcher.

The main instrument utilized in the study was a questionnaire which comprised of three parts. Part 1 was a modified questionnaire from the work of Allen and Meyer (1990) which tried to find out the extent of organizational commitment of the teachers in terms of affective, continuance, and normative dimensions. Part II was an adapted questionnaire from the Minnesota Satisfaction Questionnaire (MSQ) Short Form to determine the extent of job satisfaction of the teachers. Finally, the third part of the survey questionnaire was on the teachers' performance which was based on the results of the Individual Performance Commitment Review Form (IPCRF) for the School Year 2020-2021.

Since the questionnaires were from the foreign setting these were tried out to 30 respondents from other schools who were not part of the actual participants of the study. After the pilot testing, the retrieved questionnaires were submitted to a statistician for processing. The results of the reliability test revealed that the questionnaire was reliable hence, the Cronbach's Alpha was 0.849. However, from the original 50 items only 44 were retained because the corrected item total correlation of six items did not reach 0.30 hence, these were not included in the final questionnaire.

The following statistical treatments were utilized in analysing the data of the study:

Mean values and Standard Deviation were used for Problem 1 to present the extent of organizational commitment of teachers and the level of their job satisfaction. Moreover, Frequency, Mean, and Standard Deviation were used to present the level of teachers' teaching proficiency. Pearson-Product Moment Correlation or Pearson-r was utilized to ascertain the significant relationship between the level of teachers' performance, job satisfaction, and the extent of organizational commitment.

Results and Discussion

Problem 1. What is the extent of organizational commitment of teachers in terms of:

           1.1 Affective Commitment;
           1.2 Continuance Commitment; and
           1.3 Normative Commitment?

Table 1

Affective Commitment of the Teachers

Indicators	Mean	Standard Deviation	Interpretation
1. I would be very happy to spend the rest of my career with this institution.	4.56	0.50	Very High Extent
2. I enjoy discussing my institution with people outside it.	4.49	0.51	Very High Extent
3. I really feel as if the institution's problems are also mine.	4.61	0.49	Very High Extent
4. I think that I could not easily become as attached to another organization as I am to this one.	4.51	0.50	Very High Extent
5. I feel like part of the family at my organization.	4.56	0.50	Very High Extent
6. I feel emotionally attached to this organization.	4.60	0.49	Very High Extent
7. I feel a strong sense of belonging to my organization.	4.68	0.47	Very High Extent
8. I am happy and contented with my working environment.	4.67	0.49	Very High Extent
9. I want to spend my career until I retire in this institution.	4.56	0.50	Very High Extent
Overall Mean	4.58	0.27	Very High Extent

Note: 4.21 – 5.00 Very High Extent; 3.41 – 4.20 High Extent; 2.61 – 3.40 Moderate Extent; 1.81 – 2.60 Low Extent; 1.00 – 1.80 Very Low Extent

Table 1 presents the Means and Standard Deviations of the teachers' level of Affective Commitment. It can be discerned from the table that they have a Very High Extent of affective commitment as revealed by the overall Mean of 4.58 with SD=0.27. The data imply that the elementary school teachers are emotionally attached to their organization. More so, they feel like their personal values and priorities are in line with the institution's mission and feel at home in the organization. With this commitment to the organization, they can become great ambassadors who are motivated to do their best.

The table also shows the highest indicator of Affective Commitment rated High by the teachers. The indicator "I feel a strong sense of belonging to my organization" got the highest Mean of 4.68 with SD= 0.47. This is closely followed by indicator "I am happy and contented with my working environment" with Mean of 4.67 with SD=0.49) and "I really feel as if the institution's problems are also mine" with a Mean of 4.61 with SD=0.49. The findings suggest that the teachers have a feeling of personal connection to their workplace and enjoy the culture of the organization (Teimouri et al., 2019).

Further, the findings collaborate with the study conducted by Candelario et al., (2020) stressing that the teachers are happy to spend the rest of their career in their organization. Hence, they are somewhat determined to stay and are willing to spend additional years serving their organization. With this, the respondents are emotionally attached to their agency, which is a manifestation of their caring attitude towards their organization (Casimir et al., 2014; Vandenbeghe et al., 2014). Moreover, the desire to remain with the organization is because employees can find themselves as being part of the productivity, and success of the organization. More importantly, their affective commitment is a manifestation of their belief, and appreciation towards the organization.

On the other hand, the table also reflects the items rated low by the teachers although the verbal interpretation of the items is still at Very High Extent. Item "I enjoy discussing my institution with people outside it" obtained the Lowest Mean of

4.48) with SD=0.51. This closely followed by indicator "I think that I could not easily become as attached to another organization as I am to this one" with the Mean of 4.51) with SD=0.50). The data suggest that despite of the very high extent of affective commitment of the teachers they are not used of sharing their experiences with people outside of the organization.

Table 2

Normative Commitment of the Teachers

Indicators	Mean	Standard Deviation	Interpretation
1. I think that people these days move from one organization to another too often.	4.68	0.47	Very High
2. I believe that a person must always be loyal to his or her organization.	4.68	0.47	Very High
3. Jumping from one organization to another seems unethical.	4.65	0.48	Very High
4. One of the major reasons I continue to work for this organization is that I believe that loyalty is important.	4.50	0.50	Very High
5. If I got another offer for a better job elsewhere, I would feel it is not right to leave my organization.	4.58	0.49	Very High
6. I was taught to believe in the value of remaining loyal to one organization.	4.53	0.50	Very High
7. Things were better in the days when people stayed with one organization for most of their career.	4.60	0.49	Very High
8. I feel a sense of moral obligation to remain in my institution.	4.42	0.50	Very High
9. It is difficult to find another organization the same with my present workplace.	4.43	0.49	Very High
Overall Mean	4.56	0.20	Very High

Note: 4.21 – 5.00 Very High Extent; 3.41 – 4.20 High Extent; 2.61 – 3.40 Moderate Extent; 1.81 – 2.60 Low Extent; 1.00 – 1.80 Very Low Extent

Table 2 reveals the means and verbal descriptions of the extent of Normative Commitment of the teachers. It can be deduced from the table that the teacher-respondents have a Very High normative commitment as disclosed by the overall Mean of 4.56 with SD=0.20). All the nine indicators of normative commitment have a verbal interpretation of Very High Extent. The highest Mean rating of 4.68 with SD=0.47 is obtained by indicators "I think that people these days move from one organization to another too often" and "I believe that a person must always be loyal to his or her organization." This is followed by indicator "Jumping from one organization to another seems unethical" with a Mean of 4.65 with SD=0.48.

The finding suggests that the teachers feel that they are obliged to remain in the organization. Radosavljević et al., (2017) pointed out that this sense of obligation to remain in the organization can be realized from the internalization of normative pressures on the individual primarily to approach the organization itself or from the organizational orientation when influential individuals in the employee environment can exercise strong pressure on the employee to feel a moral responsibility towards the organization. Additionally, Aqal and Sethi (2018) stressed that employee's loyalty has a positive high correlation with job performance. In correlation model one can easily understand that normative commitment to organization has psychological highly positive effect on employees performance. The willingness of employees satisfies and keeps them ready for performing their jobs perfectly with full interest. The loyalty of employees with organization become strong and always in trying for achieving the organization's goal.

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Table 3

Continuance Commitment of the Teachers

Indicators	Mean	Standard Deviation	Interpretation
1. I am afraid of what might happen if I quit my job without having another one lined up.	4.54	0.50	Very High
2. It would be very hard for me to leave my organization right now, even if I wanted to.	4.64	0.48	Very High
3. Too much in my life would be disrupted if I decided to leave my organization.	4.61	0.49	Very High
4. It would be too costly for me to leave my organization.	4.57	0.50	Very High
5. Right now, staying with my organization is a matter of necessity as much as a desire.	4.53	0.50	Very High
6. I feel that I have too few options to consider leaving this organization.	4.47	0.50	Very High
7. Moving to another organization may not match the overall benefits I have here.	4.51	0.50	Very High
8. If I had not already put so much of myself into this organization, I might consider working elsewhere.	4.43	0.50	Very High
9.One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice.	4.36	0.48	Very High
Overall Mean	4.51	0.21	Very High

Note: 4.21 – 5.00 Very High Extent; 3.41 – 4.20 High Extent; 2.61 – 3.40 Moderate Extent;
1.81 – 2.60 Low Extent; 1.00 – 1.80 Very Low Extent

Table 3 displays the Means and Standard Deviations of the extent of Continuance Commitment of the teachers. It can be noted from the table that the teachers have a Very High extent of continuance to their organization as reflected by the overall Mean of 4.51 with SD=0.2. The Highest Mean of 4.64 with SD=0.48) is obtained by indicator "It would be very hard for me to leave my organization right now, even if I wanted to" with a verbal description of very high extent. This is closely followed by indicator "Too much in my life would be disrupted if I decided to leave my organization" with a Mean of 4.61) with SD=0.49. The data imply that the teacher-respondents have a passive commitment in which they stay in the organization because they have no other option. More so, the teachers feel that they will lose more by leaving than they will gain. Thus, they have a strong continuance commitment in the organization. Moreover, Khan et al., (2016) conducted a study on the Effect of Continuance Commitment and Organizational Cynicism on Employee Satisfaction in Engineering Organizations the results showed that continuance commitment is associated with employee job satisfaction. If employee is satisfied, then his/her continuance commitment will be high, and he/she will not have intention to leave his/her organization.

Furthermore, Gilbert and Konya (2020) found out that a significant relationship between continuance commitment and organizational performance of manufacturing firms in Port Harcourt, Nigeria. Further they concluded that continuance commitment was a significant predictor of organizational performance of manufacturing firms in Port Harcourt, Nigeria. They recommended that management of manufacturing firms were encouraged to provide fair pay benefits to their workers, as happy workforce tends to work hard by putting in their best to achieve organizational goals. Finally, an effective reward system aimed at increasing employees' job satisfaction as a way of stimulating continuance commitment of employees.

On the contrary, the table also shows the indicators with the lowest ratings, though the verbal interpretation is still at the Very High extent. The indicator with the Lowest Mean of 4.36 with SD=0.48 is obtained by "One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice." This is followed by indicator "If I had not already put so much of myself into this organization, I might consider working elsewhere" with a Mean of 4.43) with SD=0.50). The data suggest that the organization can come up with some measures to establish a more conducive organizational climate to increase the teachers' commitment on these areas of continuance commitment.

Table 4

Summary Table of the Extent of Commitment

Indicators	Mean	Standard Deviation	Interpretation
Affective Commitment	4.58	0.27	Very High
Normative Commitment	4.56	0.20	Very High
Continuance Commitment	4.51	0.21	Very High
Overall Mean	4.55	0.23	Very High

Note: 4.21 – 5.00 Very High Extent; 3.41 – 4.20 High Extent; 2.61 – 3.40 Moderate Extent; 1.81 – 2.60 Low Extent; 1.00 – 1.80 Very Low Extent

Table 4 displays the extent of commitment of the teachers along the three dimensions of commitment. It can be discerned from the table that the teachers have a very high extent of commitment to their organization, the Department of Education as evident on the overall Mean of 4.55) with SD=0.23). The highest Mean of 4.58) with SD=0.27 is on Affective Commitment. This is followed by Normative Commitment with a Mean of 4.56) with SD=0.20), and Continuance Commitment with a Mean of 4.51) with SD=0.21. The data purport that the teachers are emotionally attached to their organization. Research has shown that Affective Commitment results in employees taking fewer sick days, performing better, feeling more engaged with their organization, and being more willing to help their colleagues (Organizational Psychology Degree, 2019). In like manner, Affective Commitment results in so many positive outcomes, companies should focus on cultivating this bond. Managers should also encourage team bonding so that employees feel connected to their organization through more than their role. It is also important to have a clear company mission that outlines the company's values so that employees can ensure it matches their own values (The Decision Lab, 2020).

The findings corroborate with the outcomes of the study conducted by Al Haroon et al., (2015) entitled "Assessment of Organizational Commitment Among Nurses in a Major Public Hospital in Saudi Arabia" which revealed that Affective Commitment got the highest Mean value among the four dimensions of organizational commitment. Likewise, Affective Commitment was considered as a core of organizational commitment (Mercurio, 2015). Moreover, Affective Commitment was found to be an enduring, demonstrably indispensable, and central characteristic of organizational commitment.

Problem 2. What is the extent of job satisfaction of the teachers?

Table 5

Extent of Job Satisfaction of the Teachers

Indicators	Mean	Standard Deviation	Interpretation
1. Being able to work in dependently.	4.75	0.44	Very High
2. The chance to do different things from time to time.	4.64	0.48	Very High
3. The way my boss handles his/her workers.	4.60	0.49	Very High
4. The competence of my supervisor in making decisions.	4.50	0.50	Very High
5. Being able to do things that don't go against my conscience.	4.54	0.50	Very High
6. The way my job provides for steady employment.	4.54	0.50	Very High
7. The chance to do things for other people.	4.53	0.50	Very High
8. The chance to tell people what to do.	4.54	0.50	Very High
9. The chance to do something that makes use of my abilities.	4.49	0.50	Very High
10. The way the policies are put into practice.	4.61	0.49	Very High
11. My pay and the amount of work I do.	4.36	0.48	Very High
12. The chances for advancement on this job.	4.36	0.48	Very High
13. The freedom to use my own judgment.	4.54	0.50	Very High
14. The chance to try my own methods of doing the job.	4.43	0.50	Very High
15. The working conditions.	4.54	0.50	Very High
16. The praise I get for doing a good job.	4.43	0.49	Very High
17. The feeling of accomplishment I get from the job.	4.51	0.50	Very High
Overall Mean	4.52	0.17	Very High

Note: 4.21 – 5.00 Very High Extent; 3.41 – 4.20 High Extent; 2.61 – 3.40 Moderate Extent; 1.81 – 2.60 Low Extent; 1.00 – 1.80 Very Low Extent

The data in table 5 presents the Means and verbal descriptions of the extent of Job Satisfaction of the teachers. As revealed in the table the teachers have a Very High extent of job satisfaction as evident on the overall Mean of 4.52 with SD=0.17). Although, there are variances of the Means and Standard Deviations of the seventeen (17) indicators of Job Satisfaction, still these reached to the range that falls to a Very High extent. The finding implies that the teachers are highly satisfied with their organizational climate that resulted to their Very High Extent of Job Satisfaction.
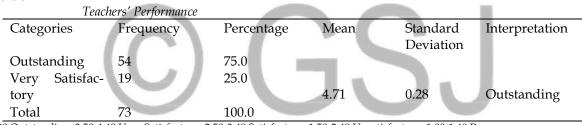
Sivakumar (2016) stressed that organizational climate is a measure by which members perceive the organization. It

consists of set of characteristics and factors that are perceived by the employees about their organization. It is like an indicator that determines the employee's attitude towards organizational life. It serves as a major force in influencing employee's behavior towards their organization. Job satisfaction has a positive impact on productivity, presence, and performance. Further, satisfied employees like to perform more willingly and happily which increases the productivity. Job satisfaction includes employees to retain with the organizations. The behavior of the employee is improved when he works with satisfaction. Job satisfaction is seen more in higher level of employees with increase in productivity and performance.

The table also shows the indicators with the Highest Mean ratings. The indicator "Being able to work in dependently" got the Highest Mean of 4.75 with SD=0.44). It is followed by indicator "The chance to do different things from time to time" with a Mean of 4.64 with SD=0.48. The data indicate that the teachers are very satisfied with their work if they are given the opportunity to work on their own with minimal supervision from their heads. More so, the freedom to do things on their own as long as these are in accordance with the culture of the organization. Moreover, the school heads can delegate some tasks to teachers who are capable of doing work. Delegation according to Baker (2020) can develop other workers into better managers, freeing up time, improving motivation and morale, helping in timely completion of tasks, enhancing decision-making, and allowing productivity and job satisfaction.

Furthermore, the table also reflects the items rated Low extent by the teachers. It can be observed from the table that items "The chance to try my own methods of doing the job" and "The praise I get for the doing a good job" got the Lowest Mean of 4.43) with SD=0.50 and 0.49 respectively. The findings suggest that some of the teachers experienced few restrictions from their superior on how things are to be done that is why they rated this low among other indicators of job satisfaction. In addition, the school administrator may forget to acknowledge the contribution of some teachers to the organization could be the reason why some teachers also rated this item low. According to the (Training Journal, 2016) "that praising and recognizing the efforts and achievements of others can bring about some very positive results in the workplace. Being praised makes the recipient feel good about themselves and this can help to boost their performance. Praise provides the kind of positive experience or 'uplift' that can increase employees' morale, motivation and engagement, and renew their commitment to their manager and the organization."

Problem 3. What is the level of teachers' performance for School Year 2020-2021?

Table 6

Teachers' Performance

Categories	Frequency	Percentage	Mean	Standard Deviation	Interpretation
Outstanding	54	75.0			
Very Satisfactory	19	25.0			
			4.71	0.28	Outstanding
Total	73	100.0			

Note: .4.50-5:00 Outstanding; 3.50-4.49 Very Satisfactory; 2.50-3.49 Satisfactory; 1.50-2.49 Unsatisfactory; 1.00-1.49 Poor

Table 6 reveals the level of Teachers' Performance based on the results of Individual Performance Commitment Review Form (IPCRF, 2020-2021). Among the 73 teachers the majority 54 (75%) got an Outstanding Performance and 19 (25%) obtained a Very Satisfactory performance. Furthermore, the Overall Mean of 4.71 with SD=0.28 implies that the teachers have an Outstanding performance. This can be attributed to the fact that the previous finding of this investigation revealed that the teachers have a Very High extent of organizational commitment and job satisfaction that resulted to their Outstanding performance.

The data find support to the study conducted by Delima (2015) in her study on the professional identity and teachers' performance revealed that that there exist an association between professional commitment and teachers' performance. In addition, Ahmad (2015) examined the relationships between teachers' commitment and teachers' competency and other variables such as leadership and school effectiveness. He found out that positive association exists between the said variables, with teachers' commitment as the highest contributor among the predictors to the school effectiveness. These imply that high extent of commitment and job satisfaction will greatly influence job performance. In the case of the setting of the study the outstanding performance of the teachers can be attributed to their high commitment to the organization and to their high job satisfaction.

Table 7

Correlation Analysis between the Teachers' Performance and the Extent of Organizational Commitment

Independent Variables	Correlation Coefficient (r)	Probability	Decision on Ho
Affective Commitment	0.20	0.04	Reject
Normative Commitment	0.84	0.48	Accept
Continuance Commitment	0.86	0.47	Accept

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

Table 7 depicts the correlation analysis between the Teachers' Performance and extent of organizational commitment. It can be inferred from the table that only Affective Commitment with P-value=0.04<0.05 is statistically related to teachers' performance. The correlation coefficient (R-value=0.20) means that there exists a low positive correlation between affective commitment and Teachers' Performance. Therefore, Affective Commitment is significantly associated to Teachers' Performance thus, the null hypothesis is not accepted.

The finding collaborates with the study conducted by Dordevic et al., (2020) exposing that Affective Commitment is statistically related to labor productivity in organizations in the Republic of Serbia. Furthermore, the results of the study showed that organizational commitment, both overall and different types normative, affective, and continuance has a great impact on employees' behavior and thus the overall performance of the organization.

On the contrary, Normative Commitment with P-value=0.48>0.05 and Continuance Commitment with (P-value=0.47>0.05) are not statistically associated with Teachers' Performance. Therefore, the null hypothesis is accepted for this reason. The data suggest that regardless of the teachers' extent of commitment in the organization, it will not affect their teaching performance. The study conducted by Delima (2015) confirms this finding that Continuance Commitment does not influence the performance of teachers. Thus, this variable is not a predictor of the performance of teacher. Conversely, Affective, and Normative commitments were found to be predictors of the performance of the teachers.

Table 8

Correlation Analysis between the Teachers' Job Satisfaction and the Extent of Organizational Commitment

Independent Variables	Correlation Coefficient (r)	Probability	Decision on Ho
Affective Commitment	0.05	0.67	Accept
Normative Commitment	0.34	0.00	Reject
Continuance Commitment	0.01	0.41	Accept

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

Table 8 presents the correlation analysis between teacher's job satisfaction and their level of organizational commitment. It can be deduced from the table that only Normative Commitment with P-value=0.00<0.05 is statistically associated with the teachers' extent of job satisfaction. The finding implies that the teachers feel to have obligations and responsibilities to the organization that employs them. Furthermore, Brama (2020) pointed out that employees having Normative commitment have the attachment in the organization (1) attachment of obligations to remain with the organization, (2) attachment of choice to stay attached to strong organizations, (3) attachment of definite beliefs and acceptance of organizational values and goals.

On the other hand, Affective Commitment with P-value=0.67<0.05 and Continuance Commitment with P-value=0.41<0.05 found to be of No Significant Relationship to teachers' extent of job satisfaction. The findings entail that the job satisfaction of the teachers is not influenced by the level of their Affective and Continuance commitment.

Conclusion

Based on the significant findings of the study the following conclusions are generated:

1. The teachers have a High level of affective engagement and dedication toward their individual jobs and the organization. It is of utmost importance that the school head will maintain the organizational climate of the school to maintain the level of commitment of the teachers.

2. Job satisfaction of teachers is a critical aspect to their productivity and performance. It is necessary that school heads will identify the factors that boast the moral and satisfaction of the teachers.

3. Despite of the level of organizational commitment and job satisfaction of the teachers, their performance is not affected hence, they have an Outstanding performance.

4. The level of Affective Commitment is statistically associated to teaching performance. Hence, it is imperative for the

school heads to identify the factors that contributed to the emotional and psychological attachment of the teachers.

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