

# INFLUENCE OF SCHOOL IMPROVEMENT AND TEACHERS' ORGANIZATIONAL COMMITMENT TO TEACHERS' PERFORMANCE

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## Abstract

This study aimed to examine the significance of the relationship between school improvement, teachers' organizational commitment and performance. The study used correlational analysis in a quantitative, non-experimental methodology. The sample population was represented by 193 public school teachers who responded from the Mabini District, Davao de Oro Division. Following IATF procedures, the data were gathered through face to face data collection. Mean, Pearson-r, and regression analysis were used in determining the findings. Moreover, adapted survey questionnaires were used for school improvement, and teachers' organizational commitment, the IPCRF Rating of Teachers crafted and mandated by DepEd, was utilized for the teachers' performance. Results of the study revealed that the respondents have observed that the school improvement is very much manifested, the teachers' organizational commitment is much observed, and the teachers' performance is much commendable. Correlation between measures revealed no significant relationship between the levels of school improvement and teachers' organizational commitment to the story of the teachers' performance. Moreover, there is no domain in the school improvement and teachers' organizational commitment that can significantly influence the level of the teachers' performance. Recommendations include strengthening the teachers' involvement in school improvement, dedication to the organization, and improving their performance, which would greatly benefit the clientele of the academe.

Keywords: MAED-Educational Management; school improvement; organizational commitment; *teachers'* performance

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## INTRODUCTION

According to Hartiwi et al. (2020), teachers significantly impact students' learning and chances of future academic success. Nemenzo (2018) found that only 0.52 percent of teachers were rated as exceptional, a problem with teacher performance. Only 15.54 percent of participants received a "satisfactory rating" for their performance, while 83.94 percent were rated "very satisfactory." This suggests that teachers put in much effort to pass evaluations, despite how challenging it may be to handle the numerous issues that arise during the teaching-learning process. Education, in a broader sense, was learning where people's knowledge, skills, and habits were transmitted from one generation to the next through instruction, training, study, or even autodidactic.

The new DepEd evaluation form for the public school teachers is the Individual Performance Commitment and Review Form (IPCRF), previously known Competency-Based Performance Appraisal System for Teachers (CB-PAST), is deeply held assumptions about staff development were exposed by this strategy, and in-service education specialist impacted how teachers and the broader public saw instructors.

The effectiveness of the teachers has a significant role in influencing the educational outcome's learning quality. In the classroom, teachers focus on the learning process; as a result, their leadership responsibility may be demonstrated in how they carry out their duties (Andriani et al., 2018). The teachers' performance impacts the quality and quantity of educational materials (Diamantidis & Chatzoglou, 2019). The effectiveness of the teachers is also a critical factor in determining the kids' academic success. A clear indicator of how effectively a professional teacher performs in what they do while in instructional contact with the pupils (Rinantanti et al., 2019).

However, the issue of school improvement is referred to as wicked problem in education. Simple put school development issues are continually reframed and need an ideal answer (Childs, 2018). This is further complicated because different school administrators have various management priorities. They may need to provide the teachers with the best answer to address their worries about school reform, which can lead to a clash of ideologies (Mintrop & Zumpe, 2019). Meanwhile, the teachers' organizational commitment influences how teachers do their job. Purwanto et al. (2021) found that schools with low organizational commitment levels had high turnover rates at the end of the academic year. Furthermore,

Tadesse (2019) contends that teachers' organizational commitment is crucial for realizing the sector's vision, objective, and mission.

The researcher has not come across a research undertaking on the relationship between teachers' organizational commitment to performance and school improvement indicators. The findings of this study might make school administrators more aware of the variable influencing their instructors' performance. By being aware of such traits, they can determine their strengths and limitations, frequently impeding teachers' performance. It will inspire teachers to overcome their weaknesses, producing remarkable performance. The urgency of doing the study stems from the possibility that it will encourage administrators to modify their management and leadership philosophies to support teachers better.

Enhancing student achievement should be a priority in fostering the social and cultural growth of the school's staff and students. It is critical to focus on changing management structures and processes to improve classroom teaching and learning. The level of academic achievement was also found to be influenced by the school's culture. Due to the world's growing complexity and rapid change, new educational issues must be more significant for any institution to handle alone. This implies that changing one's perspective or point of view on school reform is necessary to develop the educational system (Baines, 2019; Dogan & Adams, 2018; Lee & Louis, 2019).

Successful schools' vision, mission, and goals are the cornerstone for ongoing action. All intentional evolving attempts are based on and connected to these three fundamental components. The school community's obvious and shared objective is to ensure every student's inclusion and success. The institution's objective is carried out through data-driven programs for school development. Unfortunately, many organizations lack vision and purpose statements despite their significance. Even though the two statements differ, they are combined or used interchangeably in other places. Because of the confusion this causes within the business, it is easier to meet the established objectives and goals (Sampson et al., 2018; Vanderelst, 2017).

Teachers' sincerity and enthusiasm in the practice of their profession are reflection of their organizational dedication. With low organizational commitment, individuals frequently take their jobs for granted. Only two of the many characteristics of low organizational commitment were noncompliance with the fundamental tasks and lack of loyalty (Koswara et al., 2021; Mustafa et al., 2020; Pietsch et al., 2019).

The organizational commitment of teachers is another complex factor. Teachers can grow in various ways, including their dedication to the institution where they work, their commitment to assisting students in learning, their dedication to their profession and continuing education to learn new skills, and their dedication to students' academic success. Scholars and researchers who have examined the instructors' commitment have acknowledged the school's capacity for modernization and transformation in whatever form it may take (Zacharo et al., 2018).

Teacher performance is one indicator of a successful educational program. It lists the steps the teachers took to carry out their responsibilities and commitments in the school. Additionally, the calibre of their job is indicated by this. The context of teachers' performance is an essential field for research since teachers are one of the most significant school-based resources for predicting children's future academic development and lifetime repercussions (Andriani et al., 2018; Purwanto et al., 2021).

The classroom is an essential place for kids to develop their social and academic skills. Teachers are crucial in providing pupils with an education. Every school aims to hire qualified teachers to provide pupils with the best instruction possible. Good results require highly skilled and dedicated teaching personnel or instructors to develop high-quality pupils who will one day contribute to their nation. Since only certified teachers can give kids the best education possible, schools must hold onto competent or essential teaching staff (Erlangga et al., 2021).

As a result, a teacher's efficacy has a favorable impact on student's learning, which is the primary reason for developing, implementing, and maintaining teacher evaluation systems. The United States has struggled in the past to agree on what "teacher quality" was and how to define it precisely. Early nineteenth-century educators were thought to be effective if they followed the community's prescribed curricula, treated students somewhat, and maintained a clean classroom and school (Jewell, 2017; Putman et al., 2018).

Similarly, concrete instruction that enables a wide range of pupils to learn is essential to high-quality teaching. Such instruction satisfies the student's needs in a specific situation, instructional objectives, and discipline standards. The context of instruction substantially impacts teaching quality in addition to the teacher's knowledge, skills, and dispositions (Gewasari et al., 2017). The competency of the teachers is a fundamental requirement for their ability to perform their jobs effectively, as this will directly affect the student's academic progress (Pit-ten Cate et al., 2018; Yakhshieva & Sidiqova, 2020)

## **METHOD**

The study methods including the research design, research locale, population and sample, research instrument, data collection, statistical tools, and ethical considerations. Correlational and regression analysis were incorporated in this study's descriptive, non-experimental research approach. It was necessary to analyze the numerical data using specific statistical techniques to respond to queries like who, how much, what, where, when, how many, and how (Leedy & Ormrod,

2001; Williams, 2011). In order to get outcomes, this quantitative method therefore, concentrated on the measuring and analyzing variables. Data collection is essential in correlation research because it allows researchers to gauge the degree of association between two or more quantifiable variables (Gay et al., 2009). The researcher employed this instrument to assess the strength and direction of the moderator variable's interaction as well as the predictors and indicators of the independent variable.

This study aimed to determine the level of school improvement, teachers' organizational commitment, and teachers' performance in twenty (20) public elementary and secondary schools in Mabini District, Davao de Oro. Additionally, It sought to identify if the school improvement and teachers' organizational commitment significantly influence teachers' performance. Furthermore, it intended to identify which domains of school improvement and teachers' organizational commitment significantly influence teachers' performance.

The findings of this study were specific to the context of the public elementary schools of Mabini District, Mabini, Davao de Oro. The possibility for the general applicability of the findings was limited by the scope, and the sample.

Accordingly, even though there could be common features, the findings may not have general applicability to other systems. Presented in figure 2 is the map of the Philippines consisting of 17 regions in which the municipality of Mabini, province of Davao del Oro is located in Region XI.

Mabini, also called the Municipality of Mabini, is a second-class municipality in Davao de Oro's Philippine province. According to the 2020 census, 43,552 people are living there. In the municipality is the Mabini Protected Landscape and Seascape. It was formerly known as Cuambog and Doña Alicia. Politically, it is divided into 11 barangays. The sitios of Panibasan Proper, Andili, Cadunan Proper, Anislagan, Malabatuan, and Lapinigan became the barrio Panibasan (Pindasan) in 1957. The sitios of Tagnanan Proper, Mampising, and Tagbalabao became the barrio Tagnanan.

The location of the respondents is at Mabini, Davao del Oro. It comprises of the 16 public elementary schools and 4 secondary schools. Furthermore, the place of the respondents and the conduct of the study were located in the Municipality of Mabini, Davao de Oro, Philippines.

In this investigation, probability-stratified random sampling was used. To lessen the possibility of systematic error and minimize the possibility of sampling biases, probability sampling assigns each member of the population a known probability of being included in the sample (Alvi, 2016). One hundred ninety-three teachers from public schools in the Mabini District of Davao de Oro, the Philippines, participated in the survey as responders. If they feel intimidated while the survey is being conducted, the respondents can leave anytime. There were 193 respondents in the study. The number of respondents was determined using Online Raosoft Sample Size Calculator with a confidence level of 95% and 5% margin of error.

The research instruments employed in this study adapted from New Nouveau Brunswick (2012). In evaluating the level of school improvement indicators; Educational Leadership, Instructional Practice and Curriculum, Continuous Monitoring of Progress, Learning Environment, and Professional Learning. Teachers' organizational commitment adapted from Meyer and Allen (1997) evaluating the level of teachers' organizational commitment, –Affective Commitment, Normative Commitment and Continuance Commitment. The IPCRF Rating of Teachers as crafted and mandated by DepEd (2015) in evaluating the level of teachers' performance, the following were used – Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, Assessment and Reporting, and Plus Factor.

The statistical tools that were used for data analysis and interpretations were the following; Mean. This statistical tool was used to determine the level of school improvement indicators, teachers' organizational commitment, and teachers' performance; Pearson-r. This statistical tool was employed to determine the significance on the relationship between school improvement indicators and teachers' performance, and teachers' organizational commitment and teachers' performance; Regression Analysis. This statistical tool was used the influence of school improvement indicators and teachers' organizational commitment in teachers' performance.

Throughout all of its stages, this study was governed by ethical considerations. Most studies place a strong focus on three fundamental principles: the right to perform the study, confidentiality and anonymity. Also, the researcher observed and adhered to the highest ethical standards in the conduct of the study in accordance with the study's code of conduct and standardized criteria, particularly in extracting core ideas from varied sources

## RESULT

The result shows cases a comprehensive summary of the results for the respondents' school improvement evaluation, considering the indicators. One can discern that the collective average of degree of school improvement stands at 4.40 (SD=0.369), which can be describe as "Very High". This signifies that the variable is very much manifested. Each of the five indicators namely; educational leadership, instructional practice and curriculum, continuous monitoring of progress, learning environment, and professional learning, possess a descriptive equivalent denoting a state of utmost excellence, commonly referred to as "Very High".

Table 1  
Level of School Improvement

Indicator	Mean	SD	Descriptive Level
Educational Leadership	0.454	4.50	Very High
Instructional Practice and Curriculum	0.480	4.40	Very High
Continuous Monitoring of Progress	0.436	4.33	Very High
Learning Environment	0.469	4.38	Very High
Professional Learning	0.444	4.39	Very High
<b>Overall</b>	<b>0.369</b>	<b>4.40</b>	<b>Very High</b>

Specifically, the indicator rated the highest was on Educational Leadership with a mean of 4.50 (SD=0.454), described as Very High. This implies that the respondents perceived that their school heads have very much manifested the behaviors being measured such as bringing inclusive school culture, provision of support, monitoring school curricula, and provision of positive feedback.

Subsequently, the item with the lowest was on Continuous Monitoring of Progress with a mean rating of 4.33 (SD=0.436). Even if this was rated the most inferior, its descriptive equivalent is still Very High. This implies that the respondents perceived those practices on assessment were very much manifested the performance being considered in provision of resources to students' literacy; develop educational plans for students, maximizing learning opportunities and using various techniques in engaging students thinking.

Table 2  
Level of Teachers' Organizational Commitment

Indicator	Mean	SD	Descriptive Level
Affective Commitment	0.551	4.31	Very High
Normative Commitment	0.574	4.23	High
Continuance Commitment	0.608	4.16	High
<b>Overall</b>	<b>0.514</b>	<b>4.23</b>	<b>High</b>

Presented in Table 2 is the summary of the results for the respondents' assessment of their level of organizational commitment with due considerations of the indicators mentioned above. It can be gleaned from the table that the overall, mean level of organizational commitment is 4.23 (SD=0.514), with a descriptive equivalent of High. This means that the organizational commitment is much observed. Among the indicators, the Affective Commitment has a descriptive rating of Very High, while the Normative Commitment and Continuance Commitment were both having a descriptive rating of High.

Specifically, the indicator that was rated the highest was on Affective Commitment with a mean of 4.31 (SD=0.551), described as Very High. This implies that the respondents perceived that their affective commitment is very much observed, particularly with the measured behaviors such as caring for the school, feeling happy for having one's career in the school, taking part in dealing problems of the school, having felt a personal meaning on the school, and the feeling of having the right decision in working for the school.

On the other hand, the item that was rated the lowest was on Continuance Commitment with a mean rating of 4.16 (SD=0.608). This indicator has a descriptive equivalent of High. The findings imply that continuance commitment of the teachers in the organization is much observed. Continuance commitment is indicated in terms of the firm belief to stay in school, the sense of being part of the school, the feeling of belongingness, and the likelihood of staying there.

Table 3  
Level of Teachers' Performance

Indicator	Mean	SD	Descriptive Level
Content Knowledge and Pedagogy	0.346	4.52	Outstanding
Learning Environment and Diversity of Learners	0.330	4.34	Outstanding
Curriculum and Planning	0.402	4.24	Very Satisfactory
Assessment and Reporting	0.313	4.18	Very Satisfactory
Plus Factor	0.626	3.57	Very Satisfactory
<b>Overall</b>	<b>0.224</b>	<b>4.17</b>	<b>Very Satisfactory</b>

Presented in Table 3 is the summary of the results for the respondents' assessment of the level of teachers' performance with due considerations of the aforementioned indicators. It can be gleaned from the table that the overall mean level of teachers' performance is 4.17 (SD=0.224), with a descriptive equivalent of Very Satisfactory. This means that the teachers' performance is very much commendable. Among the indicators, the Content Knowledge and Pedagogy, and Learning Environment and Diversity of Learners have a descriptive rating of Outstanding, while the Curriculum and Planning, Assessment and Reporting, and Plus Factor were having a descriptive rating of Very Satisfactory.

Specifically, the indicator that was rated the highest was on Content Knowledge and Pedagogy with a mean of 4.52 (SD=0.346), described as Outstanding. This implies that the respondents perceived that their performance in the teaching, particularly on the aspect on content knowledge and pedagogy is very much commendable. This indicator were based on the competencies that teachers are expected to master for them to teach efficiently and effectively.

On the other hand, the item that was rated the lowest was on Plus Factor with a mean rating of 3.57 (SD=0.626). This indicator has a descriptive equivalent of Very Satisfactory. The findings imply that the plus factor item is much commendable. The plus factor indicator pertains to the performance of the teachers to various related works/activities that contribute to the teaching-learning process.

### Significance on the Relationship between School Improvement and Teachers' Performance

Table 4  
Significance on the Relationship between School Improvement and *Teachers' Performance*

School Improvement	Teachers' Performance		Decision
	r-value	p-value	
Educational Leadership;	-0.011	0.438	Ho is not rejected
Instructional Practice and Curriculum	-0.047	0.256	Ho is not rejected
Continuous Monitoring of Progress	-0.129	0.037	Ho is rejected
Learning Environment	-0.124	0.042	Ho is rejected
Professional Learning	-0.068	0.173	Ho is not rejected

\*Significant at 0.05 significance level.

Results showed that each of the indicators in the variable School Improvement has a negative and insignificant correlation with the teachers' performance. Despite of the negative correlation which implies the opposite relationship, such that an increase in the level of school improvement would mean a decrease in teachers' performance, and vice-versa. However, the quantified relationship is not significant. In addition, the correlation coefficient presented in r-values are also negligible.

### Significance on the Relationship between Teachers' Organizational Commitment and Teachers' Performance

This study also attempted to test the significance of the relationship between the levels of teachers' organizational commitment and their performance. This was tested at 0.05 level of significance. Each of the indicators under teachers' organizational commitments were tested against the level of the teachers' performance.

Table 5  
Significance on the Relationship between *Teachers' Organizational Commitment* and *Teachers' Performance*

Teachers' Organizational Commitment	Teachers' Performance		Decision
	r-value	p-value	
Affective Commitment	-0.007	0.464	Ho is not rejected
Normative Commitment	-0.065	0.183	Ho is not rejected
Continuance Commitment	-0.134	0.031	Ho is rejected

Results showed that two of the indicators in the variable Teachers' Organizational Commitment, specifically Affective Commitment, and Normative Commitment, have a negative, and insignificant correlation with the teachers' performance. Despite the negative correlation, which implies the opposite relationship, such that an increase in the level of affective and normative commitment, respectively, would mean a decrease in teachers' performance, and vice-versa, the quantified relationship is not significant. In addition, the correlation coefficients presented in r-values are also negligible.

On the other hand, the indicator Continuance Commitment posed a negligible, negative correlation ( $r = -0.134$ ;  $p < 0.05$ ) to the teachers' performance. The relationship is significant which means that an increase in continuance

commitment can cause a decrease in the teachers' performance. However, the correlation coefficient falls within the negligible value.

### Regression Analysis on the Influence of School Improvement and Teachers' Organizational Commitment to Teachers' Performance

Table 6 presents the test of Regression Analysis on the Influence of Influence of School Improvement and Teachers' Organizational Commitment to Teachers' Performance among teachers in Mabini District, Davao de Oro Division

Table 6

Regression Analysis on the Influence of School Improvement and Teachers' Organizational Commitment to Teachers' Performance among teachers in Mabini District, Davao de Oro Division

Independent Variables	Unstandardized coefficients		standardized coefficients	t-value	p-value	Decision
	B	Std Error	Beta			
(constant)	4.55	0.197				
School Improvement	-0.053	0.049	-0.089	-1.088	0.278	Ho is not rejected
Teachers' Organizational Commitment	-0.03	0.059	-0.042	-0.511	0.61	Ho is not rejected

R = 0.114

R<sup>2</sup> = 0.013

F-ratio = 1.256

P-value = 0.287

The table shows how the degree of change in each of the variables: school improvement, teachers' organizational commitment, posed an influence to the teachers' performance. It can be seen from the table that each of the independent variables are not statistically significant ( $p > 0.05$ ). This implies that the school improvement and teachers' organizational commitment do not significantly influence the teachers' performance.

## DISCUSSION

### Level of School Improvement

Based on the findings, the level of school improvement is very high. All indicators under this variable have a descriptive equivalent of Very High. Under this variable, the following indicators were measured - educational leadership, instructional practice and curriculum, continuous monitoring of progress, learning environment, and professional learning. The indicator Educational Leadership has the highest mean, while Continuous Monitoring of Progress has the lowest rating. Despite of the differences in the numerical rating, both is described very high. The findings imply that school improvement is very much manifested.

The results also suggest that the teachers hold the school heads in very high regard for demonstrating leadership in school transformation. An examination of the measures of the school improvement revealed that this variable did not only focus on the role of the school heads in the school improvement but also the contribution of the teachers in the implementation of the laid out plans for the school. These findings are in cognizance with the findings of Dampson et al., (2018) on distributive leadership. According to the literature, school improvement is very evident in schools who embraced distributed leadership. This means that school leaders were not the sole key player in the school. Rather, this includes the teachers and the rest of the staff who were willing to strategize and take the opportunity to lead in certain aspects of school improvement.

In terms of continuous monitoring of progress, it is evident that the teachers perceived this as very much manifested. This indicator is indeed very important in the school improvement in general. This is supported in the findings of Schildkamp (2019) that the conduct of continuous monitoring of progress entailed capturing data-driven evidences which are necessary in when planning and implementing programs for school improvement.

Moreover, successful implementation of school improvement can also be seen among those schools whose school heads allowed a values-led mindset. This allowed the teachers to work in a system with shared values. In this way, according to Higham & Booth, (2018) teachers become more cooperative towards the realization of the school goals, rather than becoming more resistant of the implemented changes.

## Level of Teachers' Organizational Commitment

From the presented findings, the level of organizational commitment of the teachers is high. This means that the organizational commitment is much observed. The indicator that was rated the highest was Affective Commitment described as Very High. This implies that the respondents perceived that their affective commitment is very much observed. On the other hand, Continuance Commitment was rated the lowest with a descriptive equivalent of High. The findings imply that continuance commitment of the teachers in the organization is much observed.

The very high affective commitment of the teachers according to Edward and Purba, (2020) is a manifestation of their positive feelings towards the school. The very high affective commitment of teachers in school is essential for the overall success of the schools' target outcomes. This is in cognizance with the findings that those with high affective commitment are not just happy with their work. These people felt an active commitment which would make them stay for a long time in the organization. Also, those with high affective commitment mean that they practice proactive work ethics.

Evidently, those with high level of continuance commitment have reflected and soundly contemplated on the consequences of separating from the service. In case of the teachers, the continuance commitment can be gauged with the extent of their satisfaction in the performance of their tasks, and with due considerations with other external factors. Teachers who have served the school for a long period of time as claimed by Erdogan and Cavli, (2019), Galanaki, (2019) were most likely to have demonstrated a high level of continuance commitment.

## Level of Teachers' Performance

Based on the findings, the overall level of teachers' performance is Very Satisfactory. This means that the teachers' performance is very much commendable. The respondents rated the indicator Content Knowledge and Pedagogy the highest, with a descriptive equivalent of Outstanding. Meanwhile, the item that was rated the lowest was on Plus Factor with a descriptive equivalent of Very Satisfactory.

The teachers' performance on content knowledge and pedagogy is an essential predictor of the students' outcome. This is simply because the content knowledge is among the basic competencies that teachers transfer to the students. The quality of information and they these are facilitated in the teaching-learning process is critical in predicting the quality of the students' learning outcomes. This is supported in the literature of Pit-ten Cate et al., (2018) that emphasized that the teachers' level of performance in the content knowledge and pedagogy is a pre-requisite in the successful implementation of any curriculum.

When it comes to plus factor, the teachers are expected to perform various related tasks. This may be in the form of curricular or extra-curricular activities that can support instruction or improve their professional competence. This parallels to the assertion that teachers have to keep themselves updated with the instructional needs of the students. With this, as mentioned by Yakhshieva and Sidiqova, (2020) they have to see to it that they do not lock themselves with the current knowledge that they have. Improvement on teaching entails the conduct or participation in activities that can promote professional growth.

## Significance on the Relationship between School Improvement and Teachers' Performance

Based on the findings, there is no significant relationship between the school improvement and teachers' performance. This is evident in the statistical measures ( $p > 0.05$ ). Moreover, the quantified r-values are negligible. Thus, it is imperative to declare that the null hypothesis for this aspect is accepted.

Recalling on the findings presented in Table 1 for school improvement, and Table 3 on teachers' performance, it can be noted that both variables were high. Specifically, school improvement was rated very high, while teacher's performance was rated very satisfactory in general.

The findings can be assumed from the literature that teachers are independent leaders. Although they follow the lead of their school heads, however, they assume leadership roles also, inside and outside of their classrooms. They assume instructional leadership, and even plan for assessment for the students. In addition, they have built professional networks too (Andrews et al. 2019; Nguyen et al., 2019).

Thus, it can be understood that the school improvement did not directly affect the teachers' performance. This implies that a decrease in the school improvement does not necessarily mean a decrease in the teachers' performance. This is in cognizance with the findings that the teachers have learned to be resilient with the odds in the academe. They have made personal and professional adjustments that are deemed necessary for the achievement of their earners and for achieving their targets (Rivai et al., 2019). They have an innate drive for professional growth. With this, they engaged themselves in professional development sessions even when this entails personal expenses (Zeer et al., 2019).

## Significance on the Relationship between Teachers' Organizational Commitment and Teachers' Performance

Based on the findings, there is no significant relationship between the teachers' organizational commitment and teachers' performance. This is evident in the statistical measures ( $p > 0.05$ ), which implied that the null hypothesis for this aspect is accepted. This further implies that the changes in the teachers' organizational commitment do not directly affect the teachers' performance.

The findings are supported in the literature that organizational commitment is subjective since it lies within the value that an employee place on it. Citing the control-value theory, although the affective aspect may pose a significant effect over the performance of an individual, however, it would still depend upon the amount of control that the amount of value that they place on a specified task. In the case of the teaching profession, the performance of the teachers is not solely governed by emotions; it is still dependent upon the value that teachers place on their profession. Added to this is the extent of control that they have over the stressors (Thomson & Turner 2019).

Moreover, in terms of the normative commitment, research conferred that the innate motivation of teachers to perform, and function according to their responsibilities posed more influence on their performance. This is found to go beyond the influence of the perceived obligations as described in normative commitment (Meyer et al., 2018).

## Regression Analysis on the Influence of School Improvement and Teachers' Organizational Commitment to Teachers' Performance

Reiterating from the presented findings, the school improvement does not significantly influence the teachers' performance. The gathered data failed to reject the null hypothesis in this aspect. The findings are in cognizance with the claim that the external factors such as school improvement has no direct influence on the performance of the teachers. The teachers' performance is more likely shaped by their intrinsic drive to perform and achieve the instructional targets (Kelkay & Mola, 2020; Meyer et al., 2018). Moreover, the innately held values could be associated as possible cause that the teachers' performance is not swayed despite of the school improvement. Further, teachers are leaders themselves; capable of planning and implementing the improvements in their area of interest (Higham & Booth, 2018; Schildkamp, 2019).

With regards to organizational commitment, it does not significantly influence the teachers' performance. The gathered data failed to reject the null hypothesis in this aspect. The findings are supported in the literature that the teachers' performance is not entirely defined with their commitment. Teachers are self-evaluative; thus, they can decipher whether their performance parallel with their target outcomes. This decision to have control over their performance is an essential drive for the teachers to maintain quality teaching performance for the benefit of the learners (Hidayat, 2020; Kelkay & Mola, 2020).

## Conclusion

On the level of school improvement is very high which means that the variable school improvement is very much manifested. The finding is parallel with the literature that the teachers follow the direction of the school heads, but they are also capable to demonstrating leadership skills that are essential for school improvement (Dampson et al., 2018). In addition, teachers are found to be capable of performing self-monitoring of progress. This is an important aspect in the school improvement as presented in the work of Schildkamp (2019).

On the level of the teachers' organizational commitment, the findings were sufficient to conclude that the teachers observed a high level of organizational commitment. Previous literature findings support the importance of having high organizational commitment of the employees in an organization. Specifically, among teachers, those with high level of organizational commitment are more active and productive in their work (Erdogan & Cavli, 2019; Galanaki, 2019).

On the level of the teachers' performance, the findings can evidently conclude that the teachers perform very satisfactory in their job. A very satisfactory performance would mean high success rate in the academe. Having at least very satisfactory teaching performance rating is favorable in the academe since these teachers can highly facilitate the learning of the students (Jewell, 2017; Putman et al., 2018).

On the correlations between measures of the variables under this study, there are sufficient data that can conclude that there is no significant relationship between the school improvement, and teachers' organizational commitment to the teachers' performance. The findings are supported in the literature that teachers are self-sufficient when it comes to leadership, and commitment, thus, their teaching performance are not directly affected with the changes in the level of the school improvement, and organizational commitment (Nguyen et al., 2019; Thomson & Turner 2019).

Finally, on the determination of the domains in the school improvement, and teachers' organizational commitment which may possibly influence the level of the teachers' performance, the findings are sufficient to accept the null hypothesis. There is no domain in the school improvement, and teachers' organizational commitment that can significantly influence the teachers' performance. The findings is supported in the literature on the teachers' innately held culture and values which is

essential in the demonstration of the level of their teaching performance (Hidayat, 2020; Kelkay & Mola, 2020).

## Recommendations

The administrative body of the Department of Education may provide more allocations for the school improvement every school. Moreover, the teachers should also be capacitated to become more efficient and valued contributors in the improvement of the school. On the other hand, the department may also provide professional support to teachers in order to develop more intensive organizational commitment among them. Additional relevant professional development is also deemed essential in for the improvement of the teachers' performance.

The teachers may be engaged in more supportive professional groups in order to strengthen their capabilities in the performance of their main and other related tasks.

The stakeholders may provide more support to the programs of the school that focus on the improvement of the school in general. Moreover, tangible support geared towards the instructional innovations of the teachers would also help a lot in the improvement of the teachers' performance.

Future research on path analysis involving the variables school improvement, organizational commitment, and teachers' performance may be conducted to provide a clearer understanding on the phenomenon being studied.

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