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The Impact of Teachers' Attitude and Commitment on Job Performance

Jenefir M. Magtoltol*, Jane C. Oropa
North Eastern Mindanao State University, Tandag City, Surigao del Sur, Philippines

*Corresponding Author Email: jenefir.magtoltol@deped.gov.ph

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Abstract. This study uses a descriptive correlational research design to investigate the impact of teachers' work attitudes and commitment on job performance. Data were collected through surveys and interviews with 121 teachers from various schools. Results indicate that most participants are female (85%), aged 26-45 (69%), and hold a bachelor's degree (91%). Findings reveal that highly motivated, enthusiastic, and dedicated teachers demonstrate stronger job performance. Additionally, affective and normative commitment positively correlate with instructional quality and classroom engagement. Institutional support, professional development, and a conducive work environment are key in sustaining motivation and effectiveness. These insights underscore the need for targeted strategies to enhance teacher commitment and work attitudes, ultimately improving educational outcomes.

Keywords: Educational effectiveness; Educational outcomes; Instructional quality; Job performance; Teacher's commitment.

1.0 Introduction

Attitude and commitment are essential qualities that influence teacher effectiveness and job performance in the school system. Teachers with a positive attitude towards students, parents, administrators, and colleagues foster a more dynamic and supportive learning environment. Their enthusiasm and motivation contribute to innovative teaching strategies that enhance student engagement. On the other hand, commitment reflects a teacher's dedication to their profession, continuous learning, and sense of responsibility. A committed teacher is likelier to be diligent, punctual, and willing to extend efforts beyond formal school hours to achieve educational goals. Together, attitude and commitment shape teaching performance and contribute to the success of the school community.

School administrators regularly evaluate teacher performance to assess their effectiveness and identify areas for improvement. Research suggests that a teacher's level of commitment is a strong predictor of job performance, as it influences their work ethic, behaviours, and application of skills in the classroom. According to Paraiso et al. (2024), positive work attitudes, driven by intrinsic motivation, enhance organizational commitment, fostering a sense of loyalty and responsibility among educators. This commitment, in turn, improves performance outcomes and contributes to the overall success of the academic institution.

Despite the growing literature on the subject, most studies focus on either work attitude or commitment individually rather than examining their combined effect on teaching performance. Much of the existing research

is based on Western educational settings, with limited studies exploring these dynamics in the Philippine Department of Education (DepEd) context. This study aims to bridge this gap by analysing how work attitude and commitment influence teacher performance. The findings of this study will provide valuable insights for teacher education programs, school administrators, and policymakers. By identifying key factors contributing to teacher performance, this research can inform strategies to foster more outstanding commitment and positive attitudes among educators, ultimately improving the quality of education in the Philippines.

2.0 Methodology

2.1 Research Design

This study employed a descriptive-correlational research design to examine the relationship between teachers' work attitudes, commitment levels, and job performance. A descriptive research approach systematically and accurately describes a population, phenomenon, or circumstance without establishing causal relationships (McCombes, 2023). This study used descriptive research to assess the extent to which work attitudes and commitment manifest among elementary school teachers. Additionally, a correlational research approach was utilized to explore the relationships between respondents' demographic profiles, work attitudes, and their levels of commitment. Correlational research measures the degree and direction of association between two or more variables without direct manipulation or control by the researcher. Correlations can be either positive or negative, helping to determine whether work attitudes and commitment significantly influence teachers' job performance. Given these objectives, the chosen research design was appropriate for understanding the factors affecting teachers' professional performance.

2.2 Research Respondents

The study involved 121 elementary school teachers from public schools in the Talacogon West District, Division of Agusan del Sur, Philippines. To ensure a representative sample, stratified sampling was employed, allowing the selection of participants based on key demographic factors. This sampling technique ensured that the study captured diverse perspectives on work attitudes, commitment, and job performance, leading to more reliable and generalizable findings.

2.3 Research Instrument

The primary data collection tool was a questionnaire checklist to measure teachers' work attitudes, commitment levels, and job performance. The questionnaire was divided into four sections. The first section gathered demographic information, including, age, gender, civil status, highest educational attainment, years in service, civil status, academic rank and position, educational qualification and income. The second section assessed teachers' work attitudes across six dimensions: attitude towards subjects taught, attitude towards superiors or school heads, attitude towards co-workers, attitude towards learners, attitude towards the school environment, and attitude towards incentives and rewards. The third section measured teachers' level of commitment in terms of affective commitment (emotional attachment to the profession), normative commitment (sense of obligation to remain in the profession), and continuance commitment (perceived cost of leaving the profession). Lastly, the fourth section evaluated teachers' job performance based on their Individual Performance Commitment and Review (IPCR) ratings for SY 2023-2024. The questionnaire underwent expert validation to ensure reliability and clarity before full deployment. A pilot test was conducted to identify and refine ambiguous questions, ensuring the instrument's effectiveness in measuring the intended constructs. Following this, the questionnaire underwent expert validation to guarantee clarity and reliability before its full deployment.

2.4 Data Gathering Procedure

The researcher followed several key procedures to ensure the systematic collection of data. First, permission was secured from the Dean of the Graduate School to conduct the study. Upon approval, a formal request was sent to the Schools Division Superintendent of Agusan del Sur Division through the office of the school principals of the sixteen identified elementary schools. Once authorization was granted, the researcher personally administered the survey questionnaires to the respondents. Clear and concise instructions were provided to ensure that participants fully understood the purpose of the survey and the correct way to answer the questions. Respondents were given ample time to complete the questionnaire, and the researcher was available to clarify any concerns. After data collection, the completed questionnaires were gathered and verified to ensure completeness. The responses were then tallied, tabulated, and analyzed using statistical methods to derive meaningful insights. By

personally overseeing the distribution and collection of questionnaires, the researcher ensured a high response rate and minimized the risk of incomplete or ambiguous responses.

2.5 Data Analysis

Appropriate statistical treatments were applied to analyze and interpret the gathered data. Frequency counts and percentages were used to summarize respondents' demographic characteristics, such as age, gender, civil status, academic rank, and years of service. This method provided a clear understanding of the distribution of respondents across various categories. The weighted mean was employed to measure the central tendency of responses related to work attitudes and commitment levels, allowing for an overall assessment of agreement or manifestation in each aspect. To determine whether significant differences existed in work attitudes and commitment levels based on demographic factors, Analysis of Variance (ANOVA) was applied. The F-value and p-value were used to assess the statistical significance of variations among different groups. Furthermore, multiple regression analysis explored how various work attitudes—such as attitudes toward subjects, colleagues, and the school environment—influenced overall commitment and job performance. The coefficient values indicated the strength and direction of these relationships, while the t-value and p-value determined their statistical significance. A p-value of less than 0.05 was considered indicative of a meaningful relationship. By employing these statistical techniques, the study ensured that findings were objective, accurate, and meaningful, contributing to a comprehensive understanding of the factors affecting teachers' job performance.

2.6 Ethical Considerations

The study adhered to ethical principles to ensure the integrity and confidentiality of the research process. The researcher maintained trustworthiness by ensuring transparency in data collection and analysis procedures. Participants voluntarily took part in the study, and their responses were recorded accurately without bias. Confidentiality was strictly observed by securely storing collected data and preventing unauthorized access. Personal identifiers were safeguarded to protect respondents' privacy, and after completing the data analysis, all research materials—including transcripts, recordings, and notes—were securely destroyed. Furthermore, anonymity was maintained by ensuring no personal information could be linked to respondents' answers. This approach encouraged participants to provide honest and accurate responses without concern for privacy violations.

3.0 Results and Discussion

3.1 Demographic Profile of the Respondents

Table 1 presents the study's respondents, focusing on age, gender, civil status, years in service, academic rank and position, highest educational attainment, and income. The age distribution of the 121 teachers surveyed reveals that a majority (69%) fall within the 26–45 age range, reflecting a predominantly young to middle-aged workforce. This trend corresponds with the findings of the National Center for Education Statistics, which indicate that public school teachers are more likely to be in their 30s and 40s than the broader U.S. workforce (Kent, 2024). Notably, only 7% of the surveyed teachers are above 56 years old, aligning with studies showing a lower proportion of older teachers than other professions (Kent, 2024). This age composition has significant implications for workforce planning, professional development, and institutional succession strategies.

Gender distribution data indicate that female educators constitute 85% of the surveyed group, with male teachers representing only 15%. The underrepresentation of male teachers is more pronounced in elementary education, where they account for just 11%, compared to 36% in secondary schools. Over the past decades, the proportion of male teachers has declined, decreasing from 30% in 1988 to 23% in recent years (Reeves, 2025). The survey also examined civil status, finding that 70% of teachers are married, 26% are single, and 4% are widowed. Research indicates that marital status influences job satisfaction, with married educators reporting higher satisfaction levels (Mocheche et al., 2018). This demographic factor is critical as it may affect work-life balance, retention rates, and overall job satisfaction.

Regarding professional experience, 57% of surveyed teachers have between 1 and 10 years of service, with 28% falling into the 1–5-year category and 29% within the 6–10-year range. This suggests a relatively young teaching workforce. Research highlights the strong correlation between teacher engagement and job performance; Siddique et al. (2023) found that work engagement significantly enhances secondary school teachers' performance.

Furthermore, Assaf and Antoun (2024) emphasize the interconnectedness of teachers' occupational well-being and job satisfaction, contributing to teaching effectiveness and student outcomes.

Table 1. *Demographic Profile of the respondents*

Categories	Frequency	Percentage
Age		
0-25	11	9.00%
26-45	83	69.0%
46-55	19	16.0%
>56	8	7.00%
Gender		
Male	18	15.0%
Female	103	85.0%
Civil Status		
Single	31	26.0%
Married	85	70.0%
Widowed	5	4.00%
Years in Service		
1-5 years	34	28.0%
6-10 years	35	29.0%
11-15 years	25	21.0%
16-20 years	7	6.00%
21-25 years	6	5.00%
26 years up	14	12.0%
Academic Rank and Position		
Teacher I	58	48.0%
Teacher II	10	8.00%
Teacher III	46	38.0%
Master Teacher I	6	5.00%
Master Teacher II	1	1.00%
Master teacher III	0	0.00%
Educational Qualification		
Bachelor's Degree	110	91.0%
Master's Degree	7	6.00%
Doctorate Degree	4	3.00%
Income		
P25,000.00 - P29,000.00	57	47.0%
P30,000.00 – P34,000.00	56	46.0%
P45,000.00 – P49,000.00	7	6.00%
P50 ,000.00 above	1	1.00%

The academic rank distribution indicates that 48% of the surveyed teachers hold the position of Teacher I, 8% are Teacher II, 38% are Teacher III, and a combined 6% occupy Master Teacher roles. This suggests that most are in their academic careers' early to mid-stages. Studies show that higher academic ranks are associated with increased job satisfaction, primarily due to salary increments and professional recognition (Mgaiwa, 2023). Additionally, academic rank has been linked to research productivity, with faculty in senior positions achieving greater academic output (Eckhaus & Davidovitch, 2020).

Regarding educational attainment, 91% of surveyed teachers hold a bachelor's degree, 6% have a master's degree, and 3% possess a doctorate. This distribution suggests that while most educators have foundational qualifications, relatively few pursue advanced degrees. Prior research underscores the significance of higher educational attainment in instructional quality, with teachers holding advanced degrees demonstrating superior classroom management and pedagogical effectiveness (Kelechi & Nnamdi, 2024). Similarly, Bacus et al. (2024) identify education level as a key predictor of teaching effectiveness, reinforcing the importance of continued professional development.

The distribution of designations mirrors the academic rank findings, with 48% classified as Teacher I, 8% as Teacher II, 38% as Teacher III, and 6% as Master Teachers. This hierarchical structure reflects a trajectory of professional growth within the teaching profession. Research suggests that higher designations often require advanced certification and more significant experience and contribute positively to teacher performance. Antoni et al. (2023) found that certified teachers exhibited enhanced motivation and teaching effectiveness, underscoring the role of credentials in improving job performance and educational outcomes.

Salary distribution among the surveyed teachers reveals that 47% earn between P25,000.00 and P29,000.00, 46% earn between P30,000.00 and P34,000.00, 6% earn between P45,000.00 and P49,000.00, while only 1% earn above P50,000.00. This indicates that most teachers fall within the P25,000.00 to P34,000.00 income bracket. Compensation plays a pivotal role in job satisfaction and retention; Fabella et al. (2022) found that 92% of public school teachers in the Philippines earn salaries within this range, contributing to increased job migration. This suggests that salary levels may influence teachers' decisions to seek employment abroad, with implications for workforce stability and policy development.

3.2 Work Attitude of Teachers

Table 2 presents the extent to which teachers manifest positive work attitudes, revealing variations across different aspects of their professional environment. Notably, attitudes toward learners (Mean = 4.39), the subjects taught (Mean = 4.37), and co-workers (Mean = 4.35) are categorized as "Extremely Manifested," indicating a strong commitment in these areas. In contrast, attitudes toward incentives (Mean = 3.845) and the school head (Mean = 4.07) are rated as "Highly Manifested," reflecting comparatively lower, yet still positive, perceptions.

Table 2. *The work attitude of teachers*

Indicators	Mean	Adjectival Rating
Subject Taught	4.37	Extremely Manifested
Superior/School Head	4.07	Highly Manifested
Co-Worker	4.35	Extremely Manifested
Learners	4.39	Extremely Manifested
School Environment	4.14	Highly Manifested
Incentives or Rewards	3.84	Highly Manifested
Overall Mean	**4.19**	**Highly Manifested**

These findings align with existing research emphasizing the pivotal role of teacher attitudes in educational settings. Berhanu (2024) found that positive attitudes toward performance appraisal systems significantly enhance job performance, particularly when coupled with high motivation levels. Similarly, Siddique et al. (2022) demonstrated that increased work engagement positively influences teachers' job performance, underscoring the importance of dedication and enthusiasm in teaching. Moreover, Han and Yin (2016) highlight the role of intrinsic motivation in job performance, suggesting that internal factors are more influential than external incentives. The comparatively lower mean score for attitudes toward incentives may reflect a broader trend wherein intrinsic motivators, such as commitment to students and passion for teaching, impact job performance more than extrinsic rewards. This perspective is supported by Han and Yin (2016), who argue that intrinsic motivation is a stronger determinant of teaching effectiveness than external incentives.

Table 3 presents a regression analysis examining the relationship between various facets of teachers' work attitudes and their job performance. The predictors include attitudes towards the subject taught, school head, co-workers, learners, environment, and incentives. The coefficients for these predictors range from 0.01 to 0.08, with corresponding t-values between 0.19 and 0.84, and p-values all exceeding 0.05. These results indicate that none of the individual predictors have a statistically significant impact on job performance. The overall model has an R-squared value of 4.2%, suggesting that the predictors explain only a small portion of the variance in job performance. The F-statistic of 0.83 with a p-value of 0.55 further confirms the lack of a significant relationship between the combined predictors and job performance.

Table 3. *Regression analysis for work attitude and job performance of teachers*

Predictors	Coefficient	t-value	P-value	Decision
Work Attitude towards Subject Taught	0.01	0.20	0.84	Not Significant
Work Attitude towards School Head	0.05	0.52	0.60	Not Significant
Work Attitude towards Co-Worker	0.06	0.70	0.48	Not Significant
Work Attitude towards Learners	0.08	0.43	0.68	Not Significant
Work Attitude towards Environment	0.07	0.32	0.75	Not Significant
Work Attitude towards Incentives	0.04	0.19	0.85	Not Significant
S=0.3052	R-Sq= 4.2%	R-Sq(adj)=0.0%		

Contrary to the findings in Table 3, several studies have identified significant relationships between teachers' work attitudes and their job performance. Jimenez (2020) conducted a study on secondary school teachers in Central

Luzon, Philippines, and found that positive work attitudes, particularly a strong sense of efficacy and community, were significantly correlated with higher teaching performance. The study utilized a descriptive-correlational method and highlighted the importance of emotional maturity and positive work habits in enhancing teaching performance. Moreover, Nwogbo and Ugwuoke (2022) explored the correlation between teachers' attitudes and job performance in secondary schools in Anambra State, Nigeria. Their research revealed a positive correlation, emphasizing that teachers with favorable attitudes towards their work tend to exhibit better job performance. The study recommended that governments should enhance the desirability of the teaching profession to foster positive work attitudes. These studies suggest that while the regression analysis in Table 3 did not find significant relationships, other research indicates that positive work attitudes can play a crucial role in enhancing teachers' job performance. The discrepancy may be due to differences in research design, sample populations, or contextual factors.

3.3 Work Commitment of Teachers

Table 4 presents the work commitment levels of teachers, revealing a strong affective commitment (M = 4.36, "Strongly Agree"), and high normative (M = 4.03) and continuance commitment (M = 4.02), both rated as "Agree." The overall mean of 4.14 indicates that teachers generally agree with statements reflecting their commitment to their profession. This suggests that teachers feel emotionally attached to their roles, recognize a sense of obligation to remain in their positions, and perceive benefits in continuing their employment.

Table 4. *The work commitment of teachers*

Indicators	Mean	Adjectival Rating
Affective	4.36	Strongly Agree
Normative	4.03	Agree
Continuance Commitment	4.02	Agree
Overall Mean	**4.14**	**Agree**

These findings align with the study by Shu (2022), which emphasized the significance of teacher commitment in influencing work engagement and well-being. Shu highlighted that committed educators are more likely to be engaged and experience higher levels of well-being, which in turn positively affects their teaching performance and student outcomes. Furthermore, the research by Türk and Korkmaz (2022) supports these results, indicating that teachers with higher levels of professional commitment and dedication exhibit more positive attitudes towards their profession. Their study found that such commitment levels are predictors of teachers' attitudes and are influenced by factors like gender, seniority, and teaching branch.

Table 5 presents a regression analysis examining the relationship between teachers' organizational commitment—specifically affective, normative, and continuance commitment—and their job performance. The analysis reveals that none of the commitment dimensions significantly predict job performance, as indicated by p-values exceeding the 0.05 threshold (affective: p=0.84; normative: p=0.60; continuance: p=0.48). The model accounts for a mere 3.9% of the variance in job performance (R^2=3.9%), suggesting that other factors may play a more substantial role in influencing performance outcomes.

Table 5. *Regression analysis for commitment and job performance of teachers*

Predictors	Coefficient	t-value	P-value	Decision
Affective	0.01	0.20	0.84	Not Significant
Normative	0.05	0.52	0.60	Not Significant
Continuance Commitment	0.06	0.70	0.48	Not Significant
S= 0.3016	R-Sq=3.9%		R-Sq(adj)= 1.4%	
Analysis of Variance				
Source	**SS**	**MS**	**F**	**P-value**
Regression	0.43	0.14	1.59	0.19
Residual Error	10.6	0.09		
Total	**11.0**			

Table 6. *Variation of the work attitude and commitment of teachers according to profile*

Sources of Variations		Computed f	P-value	Decision	Conclusion
Subject Taught	Age	2.140	0.146	Failed to Reject Null Hypothesis	Not Significant
	Gender	0.340	0.714	Failed to Reject Null Hypothesis	Not Significant
	Civil Status	0.250	0.782	Failed to Reject Null Hypothesis	Not Significant
	Years in Service	1.150	0.336	Failed to Reject Null Hypothesis	Not Significant
	Academic Rank	0.820	0.488	Failed to Reject Null Hypothesis	Not Significant
	Educational Attainment	0.200	0.896	Failed to Reject Null Hypothesis	Not Significant
	Designation	1.100	0.337	Failed to Reject Null Hypothesis	Not Significant
	Income	0.720	0.588	Failed to Reject Null Hypothesis	Not Significant
Superior/School Head	Age	0.070	0.785	Failed to Reject Null Hypothesis	Not Significant
	Gender	2.840	0.062	Failed to Reject Null Hypothesis	Not Significant
	Civil Status	1.330	0.268	Failed to Reject Null Hypothesis	Not Significant
	Years in Service	2.500	0.034	Reject Null Hypothesis	Significant
	Academic Rank	1.700	0.172	Failed to Reject Null Hypothesis	Not Significant
	Educational Attainment	0.050	0.983	Failed to Reject Null Hypothesis	Not Significant
	Designation	4.030	0.020	Reject Null Hypothesis	Significant
	Income	1.800	0.162	Failed to Reject Null Hypothesis	Not Significant
Co-Worker	Age	0.000	0.998	Failed to Reject Null Hypothesis	Not Significant
	Gender	1.960	0.145	Failed to Reject Null Hypothesis	Not Significant
	Civil Status	1.650	0.197	Failed to Reject Null Hypothesis	Not Significant
	Years in Service	0.230	0.947	Failed to Reject Null Hypothesis	Not Significant
	Academic Rank	2.930	0.037	Reject Null Hypothesis	Significant
	Educational Attainment	1.460	0.228	Failed to Reject Null Hypothesis	Not Significant
	Designation	0.140	0.866	Failed to Reject Null Hypothesis	Not Significant
	Income	3.930	0.021	Reject Null Hypothesis	Significant
Learner	Age	0.020	0.897	Failed to Reject Null Hypothesis	Not Significant
	Gender	1.190	0.307	Failed to Reject Null Hypothesis	Not Significant
	Civil Status	2.160	0.120	Failed to Reject Null Hypothesis	Not Significant
	Years in Service	0.880	0.495	Failed to Reject Null Hypothesis	Not Significant
	Academic Rank	1.590	0.195	Failed to Reject Null Hypothesis	Not Significant
	Educational Attainment	0.530	0.665	Failed to Reject Null Hypothesis	Not Significant
	Designation	0.710	0.491	Failed to Reject Null Hypothesis	Not Significant
	Income	1.690	0.185	Failed to Reject Null Hypothesis	Not Significant
School Environment	Age	0.060	0.808	Failed to Reject Null Hypothesis	Not Significant
	Gender	1.660	0.194	Failed to Reject Null Hypothesis	Not Significant
	Civil Status	2.940	0.057	Failed to Reject Null Hypothesis	Not Significant
	Years in Service	0.980	0.435	Failed to Reject Null Hypothesis	Not Significant
	Academic Rank	1.590	0.195	Failed to Reject Null Hypothesis	Not Significant
	Educational Attainment	1.650	0.182	Failed to Reject Null Hypothesis	Not Significant
	Designation	0.710	0.491	Failed to Reject Null Hypothesis	Not Significant
	Income	1.890	0.174	Failed to Reject Null Hypothesis	Not Significant
Incentives/ Rewards	Age	0.10	0.940	Failed to Reject Null Hypothesis	Not Significant
	Gender	0.140	0.874	Failed to Reject Null Hypothesis	Not Significant
	Civil Status	0.330	0.717	Failed to Reject Null Hypothesis	Not Significant
	Years in Service	1.930	0.095	Failed to Reject Null Hypothesis	Not Significant
	Academic Rank	0.180	0.908	Failed to Reject Null Hypothesis	Not Significant
	Educational Attainment	0.440	0.727	Failed to Reject Null Hypothesis	Not Significant
	Designation	0.110	0.898	Failed to Reject Null Hypothesis	Not Significant
	Income	1.890	0.174	Failed to Reject Null Hypothesis	Not Significant
Affective	Age	2.180	0.142	Failed Reject Null Hypothesis	Not Significant
	Gender	0.230	0.797	Failed Reject Null Hypothesis	Not Significant
	Civil Status	3.010	0.053	Failed Reject Null Hypothesis	Not Significant
	Years in Service	0.450	0.816	Failed Reject Null Hypothesis	Not Significant
	Academic Rank	0.650	0.588	Failed Reject Null Hypothesis	Not Significant
	Educational Attainment	2.210	0.091	Failed Reject Null Hypothesis	Not Significant
	Designation	0.260	0.772	Failed Reject Null Hypothesis	Not Significant
	Income	0.550	0.498	Failed Reject Null Hypothesis	Not Significant
Normative	Age	0.290	0.590	Failed Reject Null Hypothesis	Not Significant
	Gender	0.720	0.489	Failed Reject Null Hypothesis	Not Significant
	Civil Status	3.070	0.050	Failed Reject Null Hypothesis	Not Significant
	Years in Service	0.800	0.553	Failed Reject Null Hypothesis	Not Significant
	Academic Rank	0.480	0.699	Failed Reject Null Hypothesis	Not Significant
	Educational Attainment	2.980	0.034	Reject Null Hypothesis	Significant
	Designation	0.270	0.762	Failed Reject Null Hypothesis	Not Significant
	Income	0.340	0.397	Failed Reject Null Hypothesis	Not Significant
Continuance Commitment	Age	0.120	0.733	Failed Reject Null Hypothesis	Not Significant
	Gender	2.030	0.136	Failed Reject Null Hypothesis	Not Significant
	Civil Status	4.080	0.019	Reject Null Hypothesis	Significant
	Years in Service	1.080	0.374	Failed Reject Null Hypothesis	Not Significant
	Academic Rank	1.440	0.236	Failed Reject Null Hypothesis	Not Significant
	Educational Attainment	2.460	0.066	Failed Reject Null Hypothesis	Not Significant
	Designation	0.430	0.650	Failed Reject Null Hypothesis	Not Significant
	Income	2.240	0.167	Failed Reject Null Hypothesis	Not Significant

These findings align with the study by Pan and Arguelles (2024), which found that while affective commitment positively impacts task and contextual performance, normative and continuance commitments do not significantly influence these performance aspects. Similarly, Owan (2021) reported that staff placement and motivation significantly predict affective and continuance commitment but not normative commitment, indicating that certain organizational factors may differentially affect commitment dimensions. Furthermore, Viernes et al. (2024) observed a strong correlation between teachers' performance and their job commitment, particularly career commitment, but noted no significant relationship with organizational, service, or work commitments. These studies collectively suggest that while certain facets of commitment may influence job performance, the relationship is complex and may be moderated by other organizational and individual factors.

3.4 Work Attitude and Commitment of Teachers When Grouped According to Profile

Table 6 reveals significant differences between teachers' demographic profiles, work attitudes, and levels of commitment. The failure to reject the null hypothesis across most variables indicates that demographic factors such as age, gender, civil status, years in service, academic rank, educational attainment, designation, and income do not significantly influence teachers' perceptions of their work environment or relationships within the school setting. These findings align with research suggesting that institutional policies, leadership styles, and organizational culture have a more significant impact on teacher motivation and job satisfaction than individual demographic characteristics (Kim et al., 2023).

The analysis indicates that among various demographic factors, only a few—specifically, years in service and designation under superior/school head, academic rank and income under co-worker, educational attainment under normative commitment, and civil status under continuance commitment—show statistically significant relationships with aspects of teacher commitment. This suggests that while many demographic variables do not significantly influence teacher commitment, certain factors related to professional experience and status do have an impact. Supporting this, Balanquit et al. (2023) found that higher educational attainment among faculty members in Philippine state universities correlates with better performance in the Licensure Examination for Teachers (LET), highlighting the importance of advanced qualifications in teaching effectiveness. Additionally, study of Fang and Qi (2023) have shown that a positive school climate, characterized by supportive leadership and collegial relationships, enhances teachers' self-efficacy and job satisfaction, which are critical components of organizational commitment. These findings underscore the multifaceted nature of teacher commitment, influenced by both individual qualifications and the broader work environment.

3.5 Job Performance of Teachers

Table 7 presents the distribution of teachers' job performance based on their Individual Performance Commitment and Review Form (IPCRF) ratings. A significant majority, 85%, achieved a "Very Satisfactory" rating (3.500–4.499), while 10% attained an "Outstanding" rating (4.500–5.000). Only 5% were rated as "Satisfactory" (2.500–3.499), and notably, no teachers fell into the "Unsatisfactory" or "Poor" categories (Gragasin et al, 2023).

Table 7. *Job Performance of Teachers Based on their IPCRF*

Range	Frequency	Percentage	Adjectival Rating
4.500 – 5.000	12	10%	Outstanding
3.500 – 4.499	103	85%	Very Satisfactory
2.500 – 3.499	6	5%	Satisfactory
1.500 – 2.499	0	0%	Unsatisfactory
Below 1.499	0	0%	Poor

These findings align with recent studies highlighting factors contributing to high teacher performance. For instance, Gragasin et al. (2023) found that job satisfaction, moderate anxiety levels, and a positive attitude toward teaching significantly influence higher IPCRF ratings among teachers in the Philippines. Similarly, Cadag (2024) emphasized the role of the IPCRF as an effective evaluation tool, noting that while many teachers achieved outstanding ratings, there remains a need for technical assistance to address areas of improvement. Furthermore, Nagera and Espiritu (2024) observed that professional development initiatives positively impact teacher performance, with over half of the evaluated teachers in Antipolo City receiving "Outstanding" ratings.

Collectively, these studies suggest that factors such as job satisfaction, effective evaluation tools like the IPCRF, and continuous professional development contribute to the high performance levels observed among teachers.

4.0 Conclusion

Based on the findings, this study concludes that while certain demographic factors influence specific aspects of teachers' work attitudes, organizational commitment, and workplace interactions, they do not fully determine overall job performance. Teachers with higher academic ranks and income levels tend to have stronger relationships with colleagues, while learner relations remain stable across all groups. Similarly, perceptions of the school environment and incentives are consistent regardless of demographic characteristics, indicating a shared experience among teachers. In terms of organizational commitment, teachers with higher educational attainment show a stronger sense of moral duty to stay in the profession, while those with familial responsibilities feel a greater financial necessity to remain. However, affective commitment, which reflects emotional attachment to the job, is not significantly influenced by demographic variables. Despite these variations, most teachers in the district demonstrate high levels of performance, with the majority rated as "Very Satisfactory" or "Outstanding." Regression analyses indicate that demographic factors alone are weak predictors of work attitudes and commitment, suggesting that other elements—such as institutional support, leadership, job satisfaction, and personal motivation—may play a more significant role. To sustain teacher engagement and effectiveness, educational institutions should prioritize fostering a supportive and motivating work environment that goes beyond demographic considerations. Future research could explore these non-demographic influences further to develop strategies for enhancing teacher commitment and job performance.

5.0 Contributions of Authors

The authors of this research collaborated to review and approve the final version of the study. This ensures the study's completeness and integrity. Author Dr. Jane C. Oropa played an integral part in the editing, writing, supervision, data analysis, and encoding. Author Jenefir M. Magtoltol, concentrated on the fieldwork, distribution and retrieval of survey instruments, doing comprehensive data analysis, transcribing the gathered material, and adhering to ethical guidelines throughout the study. These complementary contributions underscore the collaborative endeavours and mutual obligations as adviser and mentee to generate a thorough and ethically robust research output.

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7.0 Conflict of Interests

As the author of this manuscript, we hereby declare the following information regarding any potential conflicts of interest that may have influenced or could be perceived to influence the research, analysis, and conclusions presented in this work:
Financial Interest: The author declare that they have no financial conflict of interest.
Personal Relationships: Disclose any personal or professional relationships that could influence the research, such as familial relationships with individual in the field, collaboration that may create bias, or personal rivalries.
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